

3  
371.2005  
P113  
V.35  
NO. 5  
2

Montana State Library  
3 0864 1006 6663 8

# Montana SCHOOLS

May/June 1992

Nancy Keenan • Superintendent  
Office of Public Instruction  
Vol. 35, No. 5

**Renewal Units** 2  
Update on certification renewal units.

**School Wellheads** 2  
School wellhead protection demonstration projects are underway.

**Landmark Decision** 3  
What the U.S. Supreme Court's Title IX decision will mean for schools.

**Library Media** 3  
Initiating a library media program in your school.

**What Works** 4  
A tale of two Montana schools.

**Special Education** 6  
Putting our heads together for the children, part 5.

**Kidworks** 8  
"Ag 'til the cows come home."

**Data Corner** 9  
Who are Montana's minority students?

**Dropout Data** 9  
What definition and method does your school district use in collecting dropout data?

And more...



COUNTDOWN TO SUMMER. See you next fall! (Bob Myles, photo)

## Montana coaches learn to steer students away from drugs

**C**oaches, adult advisors, and student leaders are learning how to steer young people away from drug, tobacco, and alcohol use in a three-year-old program for Montana high schools.

The program, called AIM Higher, offers two-day training workshops for coaches, activity advisors, counselors, trainers, athletic administrators, and student leaders. The hope is that reaching these people who have influence in teenagers' lives will help to curtail substance abuse.

Almost 60 percent of high school students participate in activities, from organized sports to cheerleading, band, chorus, and drama. For this reason, the adult and student leaders in these groups offer great potential to make an impact on a huge number of kids.

The AIM Higher program, coordinated by the Montana High School Association, began with a workshop for coaches in May 1989. Since then, 11 two-day workshops have involved more than 550 participants. Through those workshops, the program has reached more than 3,000 people with its message.

The workshops teach coaches and activity advisors how to recognize symptoms of alcohol and other drug abuse, how to find counseling and other resources for potential problems, how to

promote healthy life-styles as alternatives to substance use, and how to establish after-game activities as alternatives to traditional chemical abuse and drinking parties.

The program also teaches coaches and advisors to involve parents through pre-season meetings where both parents and students discuss chemical health issues. The parental involvement continues throughout the activity's season.

Workshops for student leaders were offered for the first time this year. The workshops provide students with information and training in areas such as building leadership skills, resisting peer pressure, understanding parents better, and establishing alternative activities.

Next, the high school leaders from these workshops will take the information to the elementary school level. Students involved in leadership roles in activities are usually leaders in school. The program reaches kids who make a difference, with the hope of spreading the difference down to the elementary level.

In addition to the workshops and training sessions, the AIM Higher program also houses a video resource library with more than 50 offerings, prints monthly articles in the Montana High School Association *Bulletin*, and brings speakers to address health

issues with coaches. Among recent guest speakers was former professional football player Steve Courson, who talked to coaches about the hazards of steroid use.

Other AIM Higher activities include networking with state agencies to coordinate programs, training facilitators who can conduct workshops throughout the state, and supporting schools' prevention programs with posters, pamphlets, and other educational materials.

Among the agencies AIM has worked with are the Montana Board of Crime Control, DARE, the Montana Teenage Institute, the Montana Department of Institutions, and the Office of Public Instruction.

Until this year, the program was supported by federal grants. This year, each school contributed a \$200 fee. Next year, the MHSA hopes to develop foundation grants and corporate sponsorships.

For more information about the AIM Higher program, contact AIM Higher, Montana High School Association, 1 S. Dakota, Helena, MT 59601 (442-6010). ■

—Lori Callister, Northwest Regional Educational Laboratory. (Reprinted by permission from the *Western Center News*, Western Regional Center for Drug-free Schools and Communities, Northwest Regional Educational Laboratory, Portland, Oregon.)

Second Class  
POSTAGE PAID  
Helena, MT 59620  
USPS 601690



## Message from Nancy Keenan

**F**or the last year or two, we've seen a glut of new educational terms: *education indicators, America 2000, national testing, new American schools, NEGP, six national education goals, state-by-state NAEP scores, CCSSO, dropout rate, high school completion rate, assessment, NCES, goals reports, world class standards...* and the list goes on.

Confused? Can't keep up with the swirl of catchy educational phrases, abbreviations, acronyms, educational study groups, goals? You're not alone!



I try to keep on top of how all the educational phrases, organizations, and abbreviations relate to one another, though it's a rather daunting task. There is one common factor linking the array of new organizations, terms, and jargon, however: a demand for more and better information on education.

Most of the demands for information will be laid at the doorsteps of the schools

(yes—in addition to the current demands). And staff in my office will have to gather the information, in addition to their expanding responsibilities. So my office is cautiously watching the discussions and decisions that will impact school district reporting in every state.

For years, national attention to education issues focused on finances—expenditures, revenue sources, and methods of distributing money to school districts. Although those questions continue, the current issues give rise to questions that will require providing non-financial information.

I will continue to resist demands to collect data merely to satisfy the curious and the critics. But I am aware that Montana will be asked to provide some new education information in the near future. I also believe our ability to provide answers, whether at a local, state, or national level, will ultimately benefit the children in our educational systems.

From time to time during the next school year, I will share with you the major questions I see looming on the horizon at the national level. The most obvious questions and the most pressing demands I see right now are those that concern students, including the following:

What is the graduation rate of American high school students? What is the achievement level of American students? Why can't we find out more about students' grade point averages, class enrollments, and so forth?

Look for more information on these issues beginning next fall. For now, have a delightful, relaxing summer. You deserve it!

*Nancy Keenan*

## Certification renewal units update

Changes made this spring in the certification renewal process for teachers, administrators, and specialists relate to options for meeting the continuing education element of renewal requirements and how these options will be identified. The "renewal unit" and the means of obtaining renewal activities do not apply to any action other than renewal of certificates.

For example, the conversion of a Class 5 provisional certificate to a Class 1, 2, or 3 certificate is not renewal. For those who allowed certificates to lapse, reinstatement is not renewal. These two situations require college credit. (Renewal activities are not required of Class 5 certificate holders because this certificate is not renewable.)

There is a very important requirement for all Class 2 certificate holders who renew in 1992: Certificates renewed in 1992 and expiring on or after 1997 will require a minimum of 40 renewal units of college course work as part of the total obligation of 60 renewal units for renewal. This is in addition to the experience requirement. For this reason, a Class 2 certificate holder whose certificate expires on or after 1997 will not need to accumulate more than 20 renewal units through workshops, curriculum activities or other non-college credit programs.

In terms of college credits required, a minimum of four quarter credits or three semester credits must be part of the evidence provided for Class 2 certificate renewal. This in no way diminishes the potential value of non-college course activities to the professional development of teachers.

The intent of the college credit requirement for Class 2 renewal is to stimulate involvement at the higher education institutions through this "standard" level of certification. The Class 1 certifi-

cate, referred to as "professional," allows the option of gaining all 60 renewal units by means determined by the certificate holder, with OPI approval. This may be considered as an alternative to the five-year preparation programs for basic level certification now enjoyed by several of our neighbor states.

Recent mailings from OPI's certification office to all Montana public and private school administrators, including county superintendents, will give additional information on renewal units. Also refer to the March/April edition of *Montana Schools*, page 2, for more information.

### Proof of application

Despite numerous requests, the Office of Public Instruction's certification office cannot be responsible for providing "proof of application" for individuals applying for teaching positions.

A copy of a submitted application indicates that an applicant has met all preliminary requirements, although it does not indicate that all fees have been paid, etc. Application forms are not issued to individuals who have not shown the qualifications for certification.

The evaluation and processing of applications during our "busy seasons" (spring through fall) prevents the certification office from assuming additional responsibilities such as providing proof of application. ■

—Don Freshour, OPI Director of Certification and Teacher Education

## School wellhead protection demonstration projects underway

The Montana Water Quality Bureau has selected four schools to design a wellhead protection area around their school wells and assure that their water supplies will not become contaminated.

Arlee School, Augusta School, Desmet School (Missoula), and Bonner School will each receive up to \$2,000 to document the multidisciplinary process they use to teach students about groundwater protection and to put that knowledge to practical use in establishing a wellhead protection area. If additional funds become available, Victor School and Centerville School (Sand Coulee) will also receive funds.

Each school's project will include a study of the school well

and the quality of the drinking water. Students will help inventory the community for potential sources of contamination that could pollute water in the school well. The inventory will start at the school to determine how school grounds and athletic fields are fertilized and irrigated. The inventory will also list chemicals used and stored on the school property.

Some of the schools plan to use their findings to educate their communities about preventing groundwater pollution.

Each school will produce a video tape documenting school wellhead activities throughout the year. These will be available to other schools that would like to

start wellhead protection projects.

According to Carole Mackin of the Water Quality Bureau, the goal of the wellhead project is for each school to design a wellhead protection plan for the school well that has lasting benefits for the community.

The most important benefit is protecting the school's drinking water from contamination, Mackin said. However, local school boards may also see economic benefits. The information developed during this project can be used to apply for waivers from the new Environmental Protection Agency monitoring regulations, thus saving the community money by holding down monitoring costs. ■

*Montana Schools* (USPS 601690) is published bimonthly except July/August by the Office of Public Instruction, State Capitol Building, Helena, Montana 59620. It is distributed free to schools and members of boards and groups interested in education in Montana. Second Class postage is paid at Helena, Montana.

*Montana Schools* is published each October, December, February, April, and May. Deadlines for articles are four weeks prior to the first of each publishing month. If you have an article to contribute, contact Sanna Kiesling, Editor (444-3160).

POSTMASTER: Send address changes to Office of Public Instruction, State Capitol, Helena, MT 59601.



# U.S. Supreme Court's landmark decision on Title IX

## What it will mean for students, school districts, and school personnel

"Remember, Title IX is complaint driven." These are words many equity specialists nationwide have come to know by heart in the 20 years of Title IX's history. They are words that have kept the teeth of Title IX filed down.

Another aspect of Title IX that has kept it a "second class" civil rights statute is the limited remedy it has provided for victims of sex discrimination in schools. The penalty for noncompliance with Title IX has been limited to endangerment of federal funds for the offending school. (And in 20 years, only a few schools have temporarily lost their federal funds under Title IX.)

This is no longer the case. The U.S. Supreme Court heard its first case related to Title IX in December 1991 and released its findings on February 26, 1992. The court ruled for the first time that persons who alleged "intentional" sex discrimination under Title IX were entitled to sue for personal damages.

As a student at North Gwinnett High School in Georgia, Christine Franklin alleged she was subjected to continual sexual harassment by her coach/teacher, beginning in her sophomore year. The alleged harassment included sexually oriented inquiries about her sexual activity with her boyfriend and inquiries into her

availability for sexual activity with an older man. Further harassment included calls to her home and unwelcomed kissing.

Franklin alleged that even though the district knew of and investigated her complaint about this teacher, the administration did nothing to stop it. Furthermore, other teachers discouraged Franklin from pressing charges.

Franklin's coach/teacher did resign on the condition the charges would be dropped, and the school closed its investigation.

Eventually, however, Franklin's complaints migrated to the U.S. Supreme Court. In the Franklin v. Gwinnett County Public Schools (No. 90-918) opinions, the Supreme Court held unanimously that a damages remedy is available for an action brought to enforce Title IX. The court opinion by Justice White said, "*Unquestionably, Title IX placed on the Gwinnett County Schools the duty not to discriminate on the basis of sex, and 'when a supervisor sexually harasses a subordinate because of the*

*subordinate's sex, that supervisor discriminate[s] on the basis of sex.'* Meritor Savings Bank, FSB v. Vinson, 477 U.S. 57, 64 (1986). We believe the same rule should apply when a teacher sexually harasses and

*abuses a student. Congress surely did not intend for federal monies to be expended to support the intentional actions it sought by statute to proscribe."*

Can a Title IX coordina-

tor, acting in his or her duty to handle complaints and inquiries, be held personally liable for damages now available under the Franklin decision? Legal staff at the Office of Public Instruction offer this advice:

Even if a student succeeded in getting a damage judgment against the Title IX coordinator, the coordinator, as a school district employee, would be entitled to compensation by the district under section 2-9-305 (Montana Code Annotated). That section states: "It is the purpose of this section to provide for the immunization, defense, and

**"If money damages are allowed, schools will have to pay attention to sexual harassment. It will cost them money if they don't."**

—Ellen J. Vargyas, Senior Counsel,  
National Women's Law Center

indemnification of public officers and employees civilly sued for their actions taken within the course and scope of their employment."

The best defense for a school and a Title IX coordinator still seems to be the "big three" rules of prevention: 1) districts should have clear policies prohibiting sexual harassment in school programs; 2) districts should investigate reports promptly and with care not to intimidate or discourage anyone from bringing information forward; and 3) districts should provide annual training of staff, students, and parents in sexual harassment and regular inservice for the district's Title IX coordinator.

The gender equity office at OPI can provide you with handouts, resources, audiovisual and written training aids, plus technical assistance with investigations. The training schedule for sexual harassment inservices starting in the fall will be printed in upcoming newsletters.

The Franklin case has raised the cost of ignoring the serious issue of sex discrimination. Let's make sure we use every preventive, compliance, and remedial option available to us! ■

—Pat Callbeck Harper, OPI  
Gender Equity Specialist

## Getting the most from your school's library media center

### Part II: Initiating a library media program

Developing a library media program that enables the entire school population to effectively use the library media center takes planning, commitment, and time. Don't be discouraged, however; it is an essential and attainable goal.

The first step is to allow your library media specialist time to work with teachers to develop cooperatively planned units. These units are directly linked to the curriculum and involve a blending of classroom and information/library skills. Developed with student success in mind, the cooperatively planned unit helps reinforce the obtaining, synthesizing, and reporting of information that is such an important part of the educational process. The library media specialist should be an active member of all school team planning meetings. This helps the specialist know what is happening in the classroom so she or he can recommend appropriate resources to the teachers.

In order for the first step to be

possible, support staff must be assigned to the library media center. The clerical aspect of the library media center—book checkout and return, shelving books, and book processing—should not be handled by the library media specialist. These important and essential duties can effectively be done by a library aide or volunteers. Students and teachers can even be responsible for their own checkout procedures. In all honesty, using your library media specialist, a teacher with specialized training, as a clerk is not the most efficient use of the school's money and the specialist's expertise.

The third step is to keep the center open and staffed for as long as possible. Not only should the center be open during all school hours, it should be open before and after school and some evenings, as well. The spark that lights a child's mind with the burning desire to learn can be all too fleeting. You can encourage the spark to glow and burn by keeping the center open and available as much as you can.

Encourage the entire community to use the center. By letting them know they, too, are welcome

as patrons, you will support family literacy and lifelong learning in your community.

Last, but by no means least, support adequate library media center budgets. The center's collection, including print, non-print, and technological materials, must be kept current and relevant to the school curriculum. It is hard to train students to be the critical thinkers of the 21st century if the resources available to them are out of date or nonexistent.

Today, more than ever, it is important for the school community to accurately assess its budgetary priorities. The library media center's budget should be a priority because a good library collection enriches the entire school community.

To allow development of an adequate collection and the ability to replace expensive yet mandatory reference materials, you might consider introducing a rotational budgeting strategy: On a rotating basis, direct more money into the center every three to five years, alternating the library media program with other school-wide programs such as music and athletics.



### IMAGE BUSTERS

A piece of cake? No, of course not. But with proper planning and commitment, the entire community can benefit from the library media center, its collection, and its program. If you would like more information or a bibliography of related information, please call me at 444-2979.

Next fall, look for Part III: The new nature of library and information skills instruction; what it means for the student; what it can mean for you. ■

—Lorrie Monprode-Holt, OPI  
Library Media Specialist



## Garfield—a *many* (splendored), *varied*, and *unusual* school

**L**ike young members of the Rainbow Coalition, students at Garfield School in Billings come from just about every imaginable ethnic background. The school has so many minority students, they comprise the majority. Since Garfield has an English as Second Language program, it tends to collect non-English-speaking students; its students come from Iraq, Russia, Mexico, and Cambodia as well as Montana. "They come from the world," says Garfield Principal Beverly Flaten.

Garfield, Flaten says, is the "lowest socioeconomic school in Billings. The



How big is space? How did humans get here? Garfield students produce a list of many, varied, and unusual unexplained phenomena.

population brings with it many challenges," Flaten says. "We very much have children who are at risk."

One way Garfield is meeting the challenge is through a teaching process called Talents Unlimited.

### Talents Unlimited—background

Talents Unlimited is a research-based model for teaching thinking skills that is designed to help teachers recognize and nurture children's multiple talents.

Talents Unlimited evolved from the "multiple talent theory" developed in the 1960s by Dr. Calvin W. Taylor. Taylor believed that, while most schools focus solely on academic talent (roughly defined as the ability to acquire knowledge through memorizing facts), there are other types of inherent talents that work in the learning process. His work focused on five of these talents: **productive thinking, decision making, planning, forecasting, and communication.**

Nearly all students, Taylor found, will excel in at least one of these talent areas. One child may get good grades using traditional academic methods because

# A TALE <sup>OF</sup> TWO SCHOOLS

## How two Montana schools became national demonstration sites

**J**udging solely from outward appearances, Garfield School and Sandstone School have little in common. Sandstone, located in the well-to-do Billings Heights part of town, is a bright, modern school with open classrooms and Oshkosh-clad students.

Garfield's neighborhood, the south side of Billings, is decidedly at the opposite end of the socioeconomic scale. The school building is old, with that musty aura and hollow noisiness that old schools have. Ninety-one percent of Garfield's students qualify for free and reduced-price school lunch—an indication of their economic status.

The only outward tip-off that Garfield has anything in common with Sandstone is its incongruous \$250,000 playground. But that's getting ahead of the story.

Despite the economic gap between the two schools, both are plenty affluent when it comes to wealth of spirit, ideas, language, and creativity. In both schools, that richness is evident everywhere, from the opulence of student writings and art work on every wall to the unabashed exuberance found in the faculty rooms.

The two schools have something else in common, too: Both have been selected as national demonstration sites for programs validated by the National Diffusion Network, the federal repository for excellent educational programs.

With a firebrand principal at the helm of each school, Garfield and Sandstone have both taken their respective programs ("Talents Unlimited" in Garfield's case; "Project Success Enrichment" in Sandstone's case) beyond what any other school in the nation has done. In doing so, both schools are producing a generation of creative thinkers, problem solvers, and communicators—the kind of people it will take to untangle the complex problems facing this world.

### Check them out!

If you are intrigued with Project Success Enrichment and Talents Unlimited, you will have several opportunities this summer to learn more about these two programs. Dates for these and other National Diffusion Network workshops are listed on page 12. You can also call NDN State Facilitator Patricia B. Johnson at the Office of Public Instruction (444-2736) for more information.

## Sandstone School stretches young minds with Project Success

**H**ow does one write about Sandstone School and Project Success Enrichment?

One could start by using the Project Success process itself.

First, we'll brainstorm a list of words and phrases to describe the atmosphere at Sandstone School: *language-rich, celebration, enthusiasm, acceptance, risk-free, adventure, excitement, electric, high expectations.*

Now, a list of words to describe the students at Sandstone: *creative, problem solvers, critical thinkers, word artists, readers, word lovers, experimenters, successful.*

Last, a list of words about Project Success: *high-quality, innovative, active learning, challenging, mind-stretching.*

Okay, now we have some tools to start with. If we string the words together into sentences and add some imagery, we should be on our way:

At Sandstone School in Billings, high expectations and high spirits go hand in hand. Using an innovative, active learning process called Project Success Enrichment, Sandstone teachers are creating a language-rich, risk-free environment where students can experiment with expressing themselves through writing. Project Success challenges students to develop their vocabularies, to stretch their minds, and to think critically. It also teaches them to love words.

Project Success gives every student a chance to succeed, and every success, large or small, is cause for great celebration at Sandstone. The excitement at the school is palpable.

The philosophy behind Project Success is that writing fosters critical thinking and raises students to the highest levels of using their intelligence. To cultivate those high levels of intelligence, Sandstone keeps its students writing—and loving it—from first grade on. Sandstone hums with the sound of writing. You can hear it in every classroom, no matter what subject the class is studying. It buzzes through the school like an electric current.

Project Success, a National Diffusion Network-approved program, was originally designed as a language and visual arts enrichment program for gifted and talented students. But when Sandstone's principal, Cheri Ring, took a Project Success class eight years ago, she recognized that it would work for all students.

"I've always believed that all kids are gifted and talented," Ring says. "You just have to touch that part of them and find what those gifts are."

Ring was so impressed with Project Success's ability to bring out the gifts in students that she became a Project Success trainer. When she came to Sandstone School as its principal, she brought Project Success with her, training all Sandstone teachers who wanted to use the process. Today,

(Continued on page 5)

(Continued on page 5)



## Garfield School—many, varied, and unusual

(Continued from page 4)

she or he memorizes facts easily; however, that child may lack creative abilities. Another student may do poorly on standardized tests but may shine at inventing stories. A third student may score low in both academic and creative skills but may have superb planning abilities.

Taylor's research showed that when students use all five talents to learn, their academic proficiency will improve along with their thinking skills. And once students discover their strongest talents, they can use those talents as their own best means of acquiring and using knowledge.

### Doomed to succeed

Talents Unlimited is used with students ranging from gifted to disadvantaged, for students of all ages (including adults), and in all subject areas. Advocates of the program say it gives all students, including those who are not academically inclined, a chance to experience success in school. When kids discover their individual talents, they begin to feel more confident, motivated, and resourceful. As a result, they begin to do better academically. With Talents, all students are "doomed to succeed."

Equally important, the Talents process teaches students universal life skills they will need to survive in today's world, such as the ability to plan, communicate,

predict effects of a certain situation, and look at problems in new ways. The key words in the Talents Unlimited process are "many, varied, and unusual." By coaxing students to think of many, varied, and unusual ideas, the Talents process teaches students to be original, flexible, and fluent thinkers.

### "It's the glue that holds this school together."

Talents Unlimited is not new in Montana. In fact, Montana has one of the highest percentages of teachers in the nation who are trained to use Talents.

The process is not new for Garfield, either. This K-6 school has been using it for seven years.

What is new is the extent to which Garfield uses the Talents Unlimited process. Garfield uses the process in every class and in every aspect of school life. For that reason, the National Diffusion Network chose Garfield as a national demonstration site for Talents Unlimited. Visitors come from all over to see what happens when a whole school uses the Talents Unlimited process and applies it to everything from academics to discipline to staff meetings.

"It's a way of life," says Flaten. "It's the glue that holds this school together."

One very tangible example of

(Continued on page 14)

## Sandstone School—stretching minds with Success

(Continued from page 4)

Project Success is used throughout the school.

"We're the only school in the United States where everybody is using it in the regular classroom," says Ring. Sandstone also uses



Sandstone = Success: A Sandstone student shares her writing with the class.

Project Success with reading and speech tutoring and in the resource room. In fact, Montana's 1992 Teacher of the Year, Nancy Stucky, has gained national attention for her use of Project Success in her resource room at Sandstone.

Because Sandstone has taken Project Success to new limits, the school has been chosen as a national demonstration site for Project Success. Educators from all over come to Sandstone to learn about literature-based reading and writing techniques, literary analysis, character and setting descriptions, portfolio evaluation, and poetry writing.

### Project Success techniques

Here's a quick look at Project Success in action:

Students start each writing project with a list of words, or a "word bank," which they brainstorm together. For example, if students are writing about rabbits, they start with a list of words they already know. Then, building on what they know, students stretch their vocabularies, add to the word bank, and expand their knowledge about rabbits with the aid of the thesaurus and other resources. Thus, the word bank may start out with words such as "bunny," and end up with words such as "warren" and "litter," as the students learn more words and more about rabbits.

Working from the word bank, students write the first draft, or *sloppy copy*. Since Sandstone uses cooperative learning, students sometimes work in small groups.

Students edit their first draft—

improving it, adding more figurative language, correcting spelling and grammar. Then they produce a *final copy* and share it with the rest of the class by reading it aloud. This helps reinforce auditory learners.

Throughout the process, teachers weave in lessons in sentence structure, nouns, adverbs, verbs, and prepositional phrases—and rabbits.

Each student's final product goes into a *portfolio* of work which is kept throughout the year.

### "We infuse it in everything"

Sandstone teachers take the basic Project Success methods and ride them, like a magic carpet, to distances limited only by their skill levels and imaginations, picking up as many disciplines as possible along the way.

A sixth-grade class at Sandstone recently used the process in writing stories about fantasy creatures of their own invention after reading a poem about a fantasy creature called "The Thing."

Working together as a class, the students brainstormed a list of potential habitats where a fantasy creature might live. They also brainstormed a list of the creature's physical traits, personality traits, and habits.

Their next task is to brainstorm what the creature might need for survival. The brainstorming starts slowly, going around the room as the teacher writes students' ideas on a large piece of newsprint hanging from the wall. Students have the option of "passing" if they can't think of anything when it's their turn.

The pace and enthusiasm gradually pick up as ideas begin to flow, until the trickle becomes a torrent and students are fairly shouting out their ideas: "forest," "fur," "macaroni and cheese," "friends," "jacuzzi," "deodorant."

"You accept all answers, no matter how crazy they sound," Ring explains.

"I've got one!" yells a student who has passed twice. "All right!" encourages the teacher.

With their list complete, the students' next task is to write three or four sentences describing their creatures, working from the lists they have brainstormed. The teacher reminds them to use metaphors, similes, and personification and encourages them to build on their word banks by going to the thesaurus.

After the students edit their short descriptions, they will begin building a story line. Then they will be ready to tackle a full-fledged story.

(Continued on page 16)

## Teaching with multiple talents

Along with academic talent, Talents Unlimited works to develop the following five talents:

**Productive thinking**—Definition: To generate many, varied, and original ideas or solutions and to add detail to the ideas to improve them. Sample activity: Students working in a math unit on surveying and graphing are asked to think of a variety of unusual topics for a survey they will conduct and graph.

**Forecasting**—Definition: To make a variety of predictions about the possible causes and effects of various phenomena. Sample activity: Following a discussion of water pollution, students predict the many, varied things that might happen if we continue to pollute the water of the world.

**Communication**—Definition: To use and interpret verbal and nonverbal forms of communication to express ideas, feelings, and needs to others. Sample activity: Students pretend they are Pilgrim boys or girls and write many, varied, unusual words to describe their feelings as they leave for America.

**Planning**—Definition: To design a means of implementing an idea by describing what is to be done, identifying the resources needed, outlining a sequence of steps to take, and pinpointing potential problems. Sample activity: Students studying slime mold are asked to design experiments they can conduct to answer questions they have generated about the behavior of the mold.

**Decision making**—Definition: To outline many, varied, unusual alternatives to solving a problem, weigh the alternatives, make final judgments, and defend the final decision. Sample activity: Students decide on a science project to prepare for a science fair and list all the many, varied reasons why they chose their project.



# Putting our heads together—for the children

Fifth in a series of articles on special education

## Changes in special education afoot

The Office of Public Instruction is revising its administrative rules for conducting special education in Montana. This revision is necessitated by recent changes in federal law and Montana statutes and by findings of inconsistencies between current administrative rules and federal regulations.

This proposed revision of OPI's Special Education Reference Manual addresses only rules and regulations pertaining to Public Law 101-476 and amendments. Nondiscrimination rules under other titles will not be addressed in the manual.

The manual will be divided into state education agency and local education agency compliance requirements and subdivided according to state statutes, administrative rules of the Board of Public Education, and administrative rules of the Office of Public Instruction. Each compliance area will reference the federal regulations.

Many of the special education administrative rules will not be changed. Other special education administrative rules will not change in substance but will require a language change. For example, the word "handicapped" will no longer be used.

A few rules will change, primarily those in the area of placement in the least restrictive environment by the individualized education program (IEP) team, clarification of procedural safeguard notices, parental consent requirements, special education tuition, and cooperative rules. Two new rules regarding criteria for identification of a student as having autism or traumatic brain injury will be added. The criteria for identifying students under current policy standards will also be incorporated into rule.

Some rules regarding transition programs, placement of students in residential facilities for educational purposes, and clarification of certain preschool issues will also be proposed.

Public comment for these proposed rule changes will be sought throughout the revision process prior to official publication of notice of proposed rule-making. People interested in special education are invited to participate in this process. Contact Sue Paulson, OPI (444-5664).

—Sue Paulson, OPI  
Policy Monitoring Specialist

## Special education for preschool-age children: looking to the past and future

Special education has changed significantly since the "old days," the mid-1970s. In 1991, the original federal Education for All Handicapped Children Act (EAHCA) became the Individuals with Disabilities Education Act (IDEA).

A series of reauthorizations and amendments to the original legislation brought about this evolution. For example, midway through this evolution came Public Law 99-457. Passed by Congress in 1986, Public Law 99-457 amended Public Law 94-142. These amendments brought a new emphasis on early intervention for infants and toddlers and preschool-age children with disabilities.

Most of these amendments changed the wording of many parts of the law from "may provide" to "shall provide." In other words, the law now mandates what it once suggested.

These changes are the topic of this article.

First, Public Law 94-142 originally required public schools to provide free, appropriate, public education to all "school-age" children with disabilities, but it did not define "school-age" consistently. Consequently, some school districts chose to provide educational services to children with disabilities who were six years old, while others chose to serve three-year-old children, and still others chose to serve even younger children.

To resolve this issue, the amendments in Public Law 99-457 stated that a child with a disability who is three, four, or five years of age is a preschool-age child and, for purposes of special education, is "school-age."

Another amendment created, separate from special education, an early intervention program for infants and toddlers who have identified disabilities or developmental delays. In Montana, private, non-profit corporations provide early intervention services under contract with the Developmental Disabilities Division of the state Department of Social and Rehabilitation Services.

Second, Public Law 94-142 originally permitted a school district many choices. A district could "choose" to provide comprehensive special education and related services to young children with disabilities, or "choose" to offer only some programs and services. It could also "choose" to deliver services to young children whose disabilities fell into some categories and withhold services to children classified in other categories.

Public Law 99-457 removed those choices by requiring public schools to make comprehensive special education and related services available to all children with disabilities who are three years of age and older.

Montana's legislature set September 1, 1990, as the effective date for implementing the mandate to provide free, appropriate public education to all three-, four-, and five-year-old children with disabilities.

### Future directions

While about 1,400 preschool-age children with disabilities were identified in the Montana Child Count in 1986, more than 1,700 were identified in the 1990 Child Count and nearly 1,800 in 1991. The September 1, 1990, deadline for implementing the mandate appears to account for the large increase in preschool-age children in 1990. About 100 four- and five-year-old children and about 50 three-year-old children made up this increase. About half of the children identified in each of these years were five years old, children who would be eligible for kindergarten in most Montana schools.

The data suggest several future directions for meeting the educational needs of Montana's young children with disabilities.

First, procedures for locating, identifying, and evaluating very young children must be strengthened. Such efforts would facilitate transition from the early intervention program. Even more important, these efforts would lead to more effective planning for children who are receiving services in non-school environments.

Such planning would minimize the differences between very young children and more traditional perceptions of "school-age" children.

Second, special education programs should begin to examine the "next environment" into which preschool-age children move, thus increasing the likelihood of more effective participation in kindergarten or first grade classrooms.

Finally, special education programs should develop strategies that consider young children's developmental and educational needs in relation to limitations posed by their disabilities. This would make "current environments" truly effective learning centers.

Fortunately, experiences during the past four years reinforce my confidence that Montana's special education programs meet the spirit of Public Law 94-142, Public Law 99-457, and now, IDEA.

—Dan McCarthy, OPI Preschool Specialist

## So you think you want a data base... Part I: hardware, software, "liveware"

This article is the first in a series about computerizing your special education information. In this article, we will discuss basic hardware, software, "liveware," and a bit about data base design. Later articles will explore what information you may want to include in a data base, using the computer to report the Child Count to the Office of Public Instruction, and the strengths and weaknesses of computer-generated individual education programs.

### Why computerize?

Computers have become a fact of life for all of us. They can save valuable staff time in record-keeping, simplify many routine operations, and you can play games on them when nobody is watching. Once you have a computerized system up and operating, maintenance of updated information can be a snap, accuracy is improved, and information is available at a moment's notice.

Why not computerize? Often, computerized systems become obsolete and have to be changed. This happens when the school buys new equipment, a key person leaves (the only person who knows how to run the system), or data requirements change. If you have a very small special education population, you may find that the overhead in creating a computer-based system may not be worth it. Or maybe you don't have a computer system adequate to handle the job. The large expense and seemingly small return may undercut the advantages of automated record keeping.

On the whole, however, computerizing your data system will probably be worth it, subject to reservations discussed below. Staff will gain experience in using the equipment, which may have side benefits in other areas (such as accounting). As data requirements increase, the computer system should allow you to incorporate them faster than you can manually. For instance, a single change made to a report format can update records for all students. So, if you see a data-based system in your future, read on.

### What's a computer to do?

Three applications usually come to mind immediately

(Continued on page 7)



(Continued from page 6)

when people think about special education and computers, specifically:

- 1) using the computer to keep special education records for district use and reference;
- 2) using the district computer files to generate Child Count, either for the district alone or for sending to OPI; and
- 3) doing IEPs, lots of IEPs, in very little time.

Any or all of these may sound simple, but there is nothing simple about creating ANY computer application. Before taking the plunge, there are several factors that you need to look at carefully. They break down into three basic areas, *hardware*, *software*, and *liveware*.

#### Hardware

Hardware means the computer itself—the machine. It refers to the box that does the computing and all of the machinery connected to it, including disk drives, keyboard, monitor, printer, modem, and so on. Virtually any computer can be used for keeping a data base, but hardware restrictions may limit you to a relatively simple application.

The major limiting factors in hardware are *memory* and *storage*. Memory determines how complicated (or powerful) a data base program you can run, and how much data can be processed at a given time. Storage usually means disk space, either on floppy diskettes (manually inserted) or on a hard disk (permanently installed, and with much greater capacity).

There is no magic number for the proper size memory or storage device, for two major reasons: 1) Memory/storage requirements are heavily influenced by software, and 2) The number of students in a data base and the amount of information required on each one can vary radically.

For example, an Apple IIe computer with 64K of memory, two floppy drives, and AppleWorks software could satisfy the needs of a small special education program, say, 100 students or fewer. The same computer with inexpensive expanded memory could handle several times that number. A fairly new IBM or compatible PC with a hard drive and 512K memory would hold data for almost any program in the state. Of course, the type of data the district wants to keep will affect the size of the files that contain it. And ease of access to the data will depend on the software used to store and retrieve it. The point is that there is no magic formula for what would or would not work for a given special education program.

#### Software

Software means programs. AppleWorks, DOS 5.0, dBase III+, pfs: First Choice, Excel, Fourth Dimension, MicroSoft Works, FoxPro, Lotus 1-2-3, and WordPerfect are all software products. Technically, almost any of them can be used to keep some sort of student records, but using a word processor as a data base is a lot like pounding a nail with a rock. A spreadsheet may be great for budgeting and other computational work, but it can be unwieldy in sifting and sorting through records for a particular piece of information.

A data base software program is usually the best bet for applications requiring quick sorting, extracting records according to definitive criteria, and flexibility in report writing.

Data base programs are designed to hold large amounts of related information (such as names, addresses, medical information, grades, discipline) and to arrange and extract the information on demand.

A typical data base activity would be to arrange all student names alphabetically or by birthday, then pull out all of them who are due for three-year re-evaluations by March of 1993. Or you could list all students who came from out of district to your school, have learning disabilities, are female, or have a marked interest in Oreo cookies.

Once you get past the basic data base functions of sorting, searching, and listing specific information, programs vary widely in their features. AppleWorks, for instance, has a fairly rudimentary data base program combined with a word processor and a

spreadsheet, while dBase and its many "work-alikes" incorporate a fully-featured programming language. Both types of data base programs do all of the basic operations (sort, search, etc.), but the higher-end programs allow greater power and flexibility in modifying, verifying, or automating complex data transactions.

On the other hand, a relatively novice computer operator can learn to run AppleWorks in a couple of days, while learning to use the sophisticated tools in a high-end data base can take a lifetime (or so it seems).

The choice of which data base program to use is

not irrevocable. You could possibly start with a relatively inexpensive data base program that is easy to learn and then upgrade when the needs of the system outstrip the abilities of the program. Most schools already have AppleWorks (or an equivalent for Macintosh or IBM-type machines). A pilot project or two may provide district personnel with enough knowledge to choose a more sophisticated data base, or to decide that the present one is adequate.

In any case, the data created by one program can be moved over to a new one, often using built-in conversion utilities.

#### Commercial software

What about commercial software created for special education? There are lots of programs on the market for keeping special education student records, advertised in educational journals and by mail solicitation. By and large, they consist of pre-fashioned tools for organizing and sorting student records, with additional modules for writing IEP goals and objectives, keeping grades, scheduling re-evaluations, and so on.

Commercial products have the distinct advantage of programmer experience. Often, the people who write the programs have come up through the ranks, have built their own special education applications, and now have generalized them for a wider audience. You don't have to start from scratch. Typically, these programs contain a large data bank of goals and objectives, consistent and organized forms for CST/IEP meetings, and output formats of data for federal, local, or state reports.

The Office of Public Instruction does not endorse

## Montana continues implementation of early intervention services

The Developmental Disabilities Division (DDD) of the Montana Department of Social and Rehabilitation Services is working on a plan that, when fully executed, will establish a statewide, comprehensive, coordinated, multidisciplinary, interagency system of early intervention and family support services. This system is required by Part H of the federal Individuals with Disabilities Education Act (IDEA).

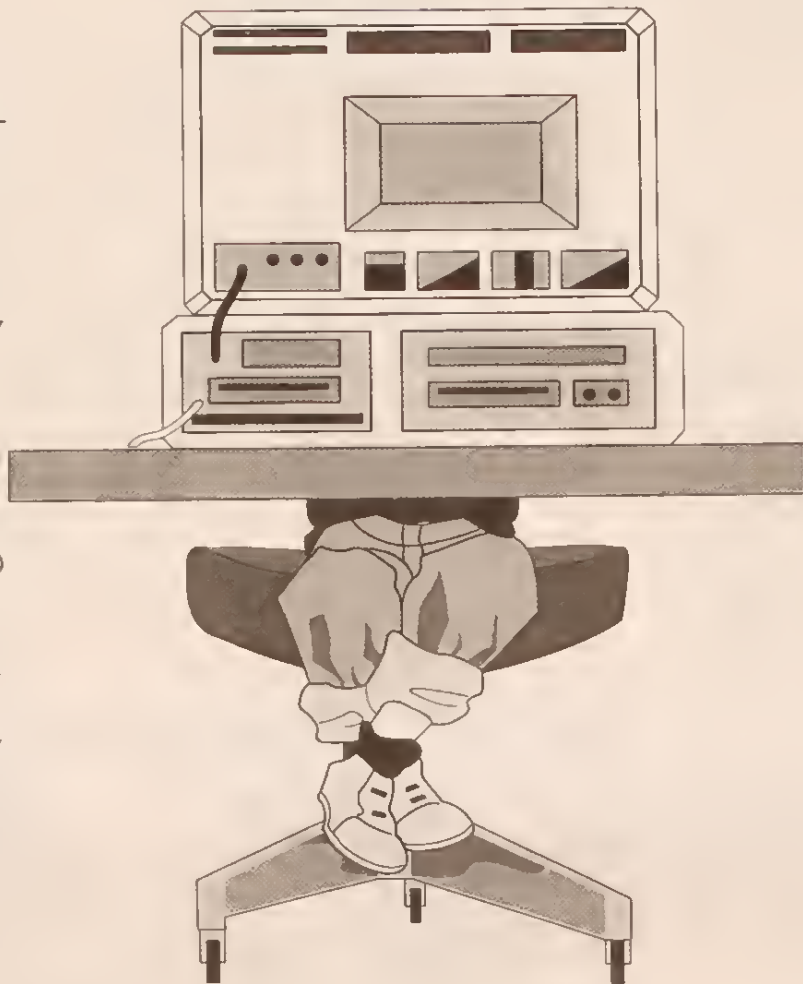
Part H originally called for each state to phase in its infant and toddler program within five years. After that five-year phase-in period, each state was to have its program fully in place. However, many states have had trouble meeting that five-year deadline because of state budget problems and other difficulties. So Congress has allowed states to take up to two additional years to implement their Part H infant and toddler programs.

Montana has decided to take advantage of that extension because of fiscal hardships facing the state and the need for additional time to implement the infant and toddler program uniformly across the state. Montana is currently in its fourth year of participation in Part H and is applying for an extended fourth year. This will delay full implementation of Part H in Montana by one year.

Montana's projected state budget shortfall has caused the state to take actions that will delay some infant and toddler expenditures for the first year of the current biennium, but it will not impact second-year activities. The additional funds required to fully implement the fifth-year requirements of Part H have already been appropriated by the state legislature and will become available after July 1, 1992. It is anticipated that these funds, along with the completion of further implementation activities within local service provider agencies, will allow Montana to meet federal requirements and move forward into full participation in Part H during the fall of 1992.

Early intervention and family support services to infants and toddlers with disabilities are currently available statewide. The DDD contracts with seven non-profit private corporations to provide in-home, family-centered support to eligible infants and toddlers through individually designed early intervention services.

The seven local service providers are Family Outreach Incorporated in Helena (satellite offices in Butte and Bozeman); Comprehensive Development Center (CDC) in Missoula (satellite office in Kalispell); Early Childhood

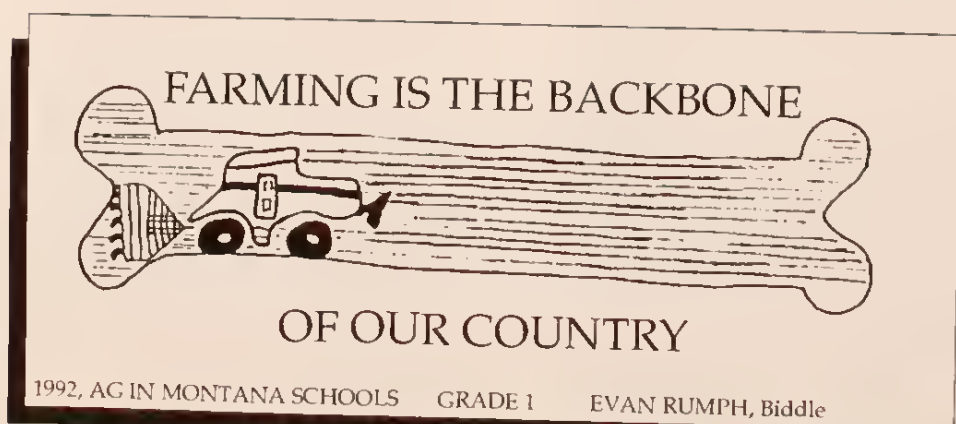
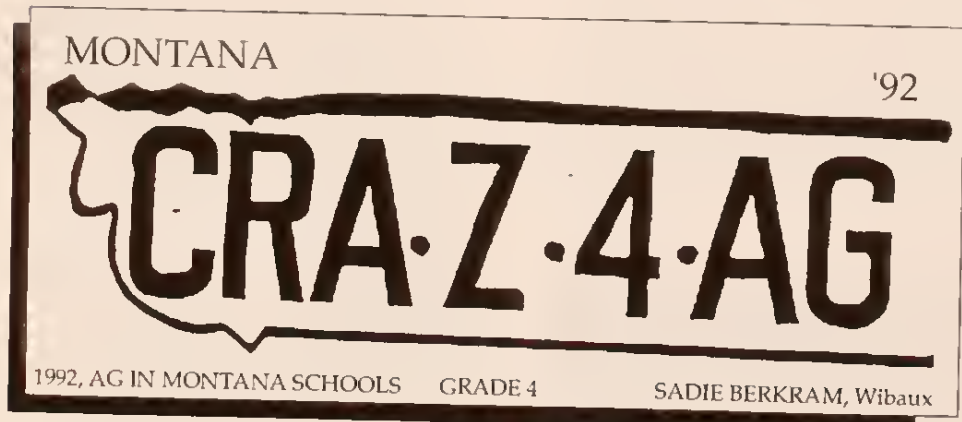
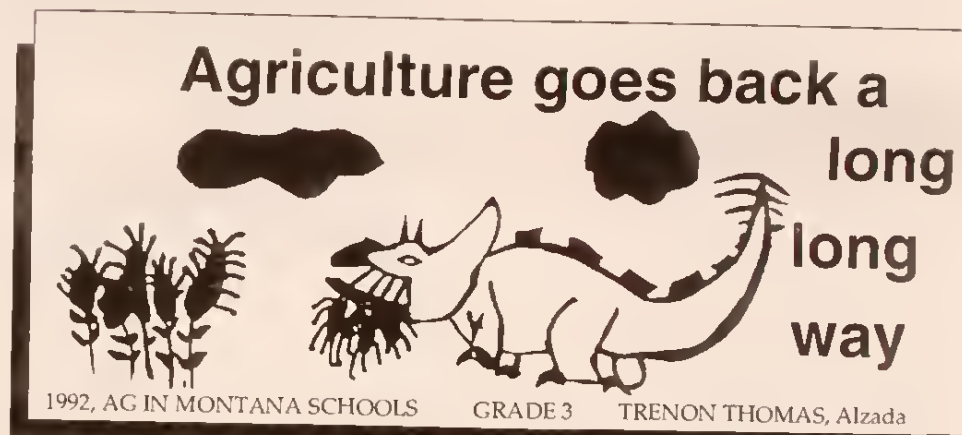
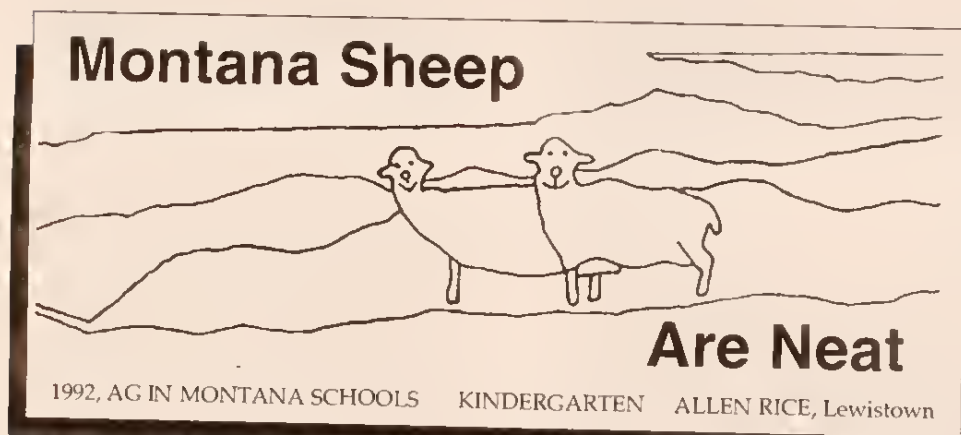
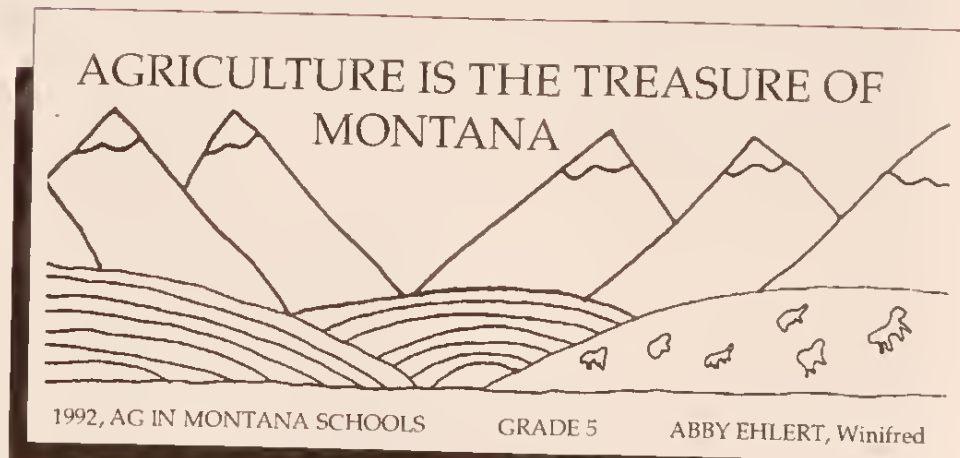
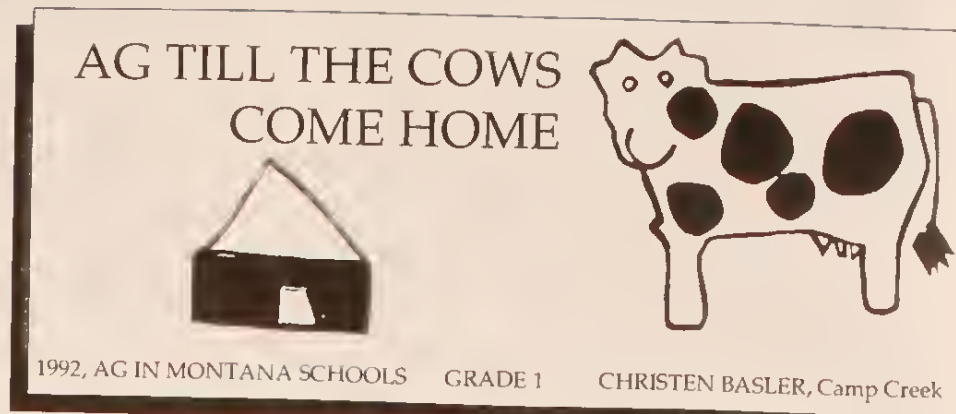
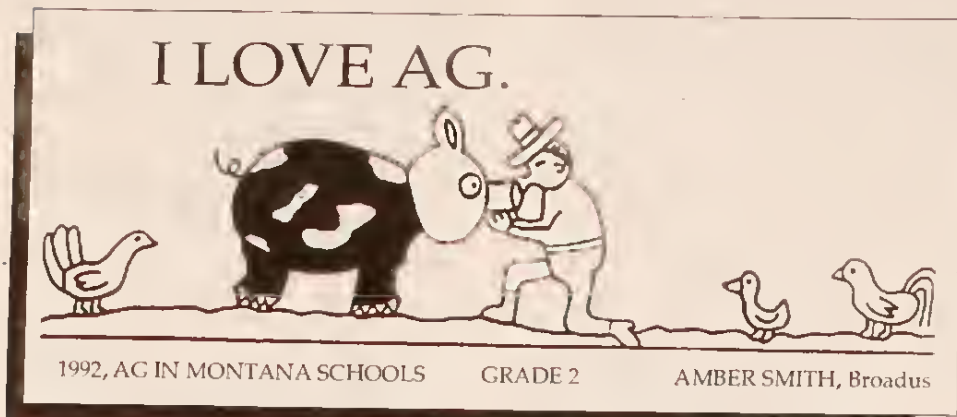


(Continued on page 9)

(Continued on page 15)



The young artists featured here are winners of the 1992 Agriculture in Montana Schools bumper sticker contest.



## Outdoor education workshop

**D**id you ever think it was a shame we didn't use Montana's great beauty more in education? Did you ever think your students would be excited doing things in the outdoors that they couldn't do in the regular classroom?

The workshop "Beyond the Classroom: Expanding the Curriculum Through Outdoor Education" (June 14-20, 1992) is designed to give Montana teachers of all grade levels and subject areas ideas on how to incorporate outdoor education into the existing program.

One of the best things about outdoor education is that many activities can take place in the classroom and many more on the playground or on other school grounds. (Of course, it's nice to take the kids on a field trip to the woods, mountains, or a lake, but that isn't always possible—or necessary.)

Outdoor education can put some excitement in your class, expand your curriculum, and provide hands-on, experiential learning while helping prepare youth to become responsible adults who can make hard decisions concerning the environment.

The workshop will incorporate science, math, social studies, art, health, physical education, and language arts into outdoor education through activities such as plant and flower identification, map and compass use, live trapping in school, water ecology, ornithology, classroom astronomy, canoeing, shooting, and the award-winning programs Project Learning Tree, Project Wild, and Aquatics.

For more information about the workshop, contact Spencer Sartorius, Office of Public Instruction, State Capitol, Helena, MT 59620 (444-4434) to request a brochure. ■



## Who are Montana's minority students?

**Q** uiz: Can you answer these questions?  
1. How many students from minority groups are enrolled in Montana schools? How many are American Indian students? How many are Hispanic students? How many are Asian students? How many are black students?

2. In what counties are the majority of Montana's American Indian students enrolled?

3. Is the dropout rate higher for minority students?

(The answers are found below.)

In January of 1989, when Nancy Keenan became Superintendent of Public Instruction, the Office of Public Instruction really didn't know how many students from minority groups were enrolled in Montana schools. The question had not even been asked at the state level. We had some figures from survey and census projections that indicated American Indians were the largest minority group, representing about 7.4% of elementary students, 5.9% of high school students, and only 3.1% of Montana high school graduates.

Through encouragement from American Indian groups and outstanding cooperation of school districts, we now know much more about Montana's minority students. We know, for example, that the numbers of American Indian students are considerably higher than prior projections. District reports indicate that 9.9% of the elementary and 7.1% of the high school enrollment for 1991-92 is American Indian, and 5.8% of 1990-91 graduates were American Indian. Hispanic enrollment is

1.3% of the total, Asian is 0.7%, and Black is 0.4%. White students represent 88.4% of the students in Montana's schools and 91.9% of the graduates.

### Quiz answers:

**Question 1:** A total of 18,101 American Indian, Asian, and Hispanic students were reported as enrolled in Montana's state-funded schools in the 1991-92 school year. Of these, 14,307 were American Indian, 1,997 were Hispanic, 1,108 were Asian, and 678 were Black. That includes public school districts as well as Pine Hills, Mountain View, and the School for the Deaf and Blind.

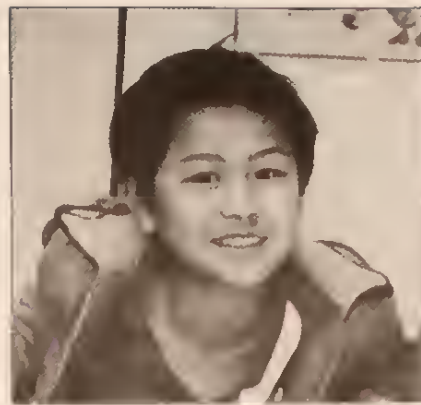
The data indicate that American Indian student enrollment is growing at a rapid rate and that Hispanic, Asian, and Black enrollments are relatively stable.

Over one-tenth of first graders—11%—are American Indian. The percentage declines for each school year up to grade 12, where 6.2% of students are American Indian. Some of that decline is due to the rapidly growing birth rate; some is due to students dropping out of the school system.

**Question 2:** Our American Indian students are concentrated in 15 counties, and not all of those counties include reservations. Ninety percent of Montana's American Indian students are enrolled in Big Horn, Blaine, Cascade, Flathead, Glacier, Hill, Lake, Lewis and Clark, Missoula, Pondera, Roosevelt, Rosebud, Silver Bow, Valley, and Yellowstone counties. Public school enrollment for American Indian students in those counties ranges from over 200 students in Valley

County to 2,200 in Glacier County.

**Question 3:** Many differing dropout rates have been reported. Which of those rates is the real one? We don't know. Surveys and studies indicate that the American Indian dropout rate is very high. But even at the national level, it has been recognized that we don't have comparable figures at this point. Is the dropout rate getting better or worse? Is it as bad as some studies indicate? Or is it worse? When are we losing students? Do we lose boys and girls at the same rates in the same grades? What becomes of students after they finally drop out? We're beginning to gather information at the national and state level that we hope will allow us to answer



these questions.

Numbers by themselves are only cold pieces of information. But numbers provide the ability to discover issues, focus on them, and monitor changes. Until we ask the questions and analyze the answers, we have to rely on assumption, myth, and imagination. ■

—Dori Nielson, OPI Education Analyst

## So you think you want a data base

(Continued from page 7)

any product, nor are we aware of the widespread use of any particular one. The product literature we have seen in the past generally describes systems that are quite complex and usually capable but that often carry a high price tag for smaller schools.

Also, specialized applications of this sort tend to be less flexible than broader programs such as a general data base. You may find yourself grappling with a report format that works just fine in New Mexico but doesn't work in Montana and can't be customized to fit what you need.

The jury is still out on this kind of software and probably always will be. That's one reason OPI doesn't play favorites. (The other reason is that we don't have time to test the products.)

### Individualized education programs

The generation of IEPs deserves its own special treatment. The potential of using a computer for this admittedly time-consuming task is great. In a future article, I will discuss the pros and cons we have observed through years of monitoring and answering requests for information. In brief, it can be done to good advantage, if you can avoid the sand traps along the way.

### Liveware

Liveware means people, the biggest wild card in the game. If you think the choice of hardware and software is difficult, liveware issues raise it to the third power. The computer and software provide you with complex and capable tools, but complex and capable tools require a trained operator. In the end, the quality and capabilities of your liveware resources will determine the quality and capability of the data base system developed.

Once you have a data base in

place, whether home-grown or commercial, somebody has to maintain and get information out of it. There are few, if any, systems that will yield meaningful information to the totally uninformed. Whoever maintains your system should be dedicated, reliable, and willing to sign a lifetime contract. The more "computerese" they know, the more flexible they may be in making changes. Time devoted to basic training and research into available computer and software will pay off handsomely.

System maintenance may also be a team effort, between, say, the self-taught science-teacher-turned-computer-hacker and the school secretary. Again, though, the loss of one or the other of these may disable your efforts, if only temporarily. Liveware should be chosen with an eye toward innovation, planning for change, and backup in case someone leaves. These limitations are often overlooked.

### Next: designer data bases—black and blueprints

A well-designed data base is a joy forever. Creating one is often the exact opposite. Building a data base application is a lot more like sculpting a statue or building a working gadget than working a math problem that has one answer. It is not an automatic process. If you can remember your first watercolor, loaf of bread, or serious relationship, you will have a rough idea of how your first data base will turn out.

Tune in to the next issue of *Montana Schools* for another installment of "So You Think You Want a Data Base," in which we will figure out how your data base might be structured and what you might want to do with it. ■

—Mike Chapman, OPI Computer Applications Specialist

## Collecting dropout statistics

Does your district collect dropout data for grades 7 through 12? What definition and method do you use? Can the results be compared to dropout statistics from anywhere else?

In the near future, the U.S. Department of Education will begin collecting and reporting national dropout data for grades 7 through 12 using a dropout definition and method of data collection that may not be comparable to what you're using. This could make it difficult to compare your data to what you will be seeing as national data.

The method and definition used by the U.S. Department of Education were developed over a period of three years in 200 schools in 30 states to meet the need for a uniform, comparable, and timely dropout statistic.

By that definition, a dropout is an individual who:

1) was enrolled in school at some time during the previous school year; 2) was not enrolled at the beginning of the current school year (using October 1, 1992, as the base date); 3) has not graduated from high school or completed a state- or district-approved educational program; and 4) does not meet any of the following exclusionary conditions: a) transfer to another public school district, private school, or state- or district-approved education program; b) temporary absence due to suspension or school-approved illness; or c) death.

A more elaborate discussion of the dropout statistic is available in the "Dropout Statistic Collector's Handbook," produced by the National Center of Education Statistics at the U.S. Department of Education. You can obtain a copy of the "Dropout Statistic Collector's Handbook" by calling Dori Nielson at 444-3656 or Spencer Sartorius at 444-4434, or by writing either of them at the Office of Public Instruction, State Capitol, Helena, MT, 59620. ■



"Dispatches" are updates from Office of Public Instruction staff. Staff can be reached at the numbers listed or by writing them at the Office of Public Instruction, State Capitol, Helena, MT 59620.

**BICYCLE/PEDESTRIAN SAFETY**  
Mary Cheryl Larango, Specialist  
444-0516

## National Bike Ride

The National Bike Ride, a ride-anywhere, ride-any-distance bicycling event, takes place during the weekend of May 15-17, 1992. You may still have time to participate in this event. If you miss it, you'll have a whole year to get ready for next year's National Bike Ride!

The idea behind the National Bike Ride is to get as many Americans as possible riding bikes at a specific time. Now in its third year, the National Bike Ride was originated by the Bicycle Institute of America to create a national awareness of bicycling and a feeling of unity among bicyclists everywhere.

This year's theme—"Take Your Friends For A Ride"—is designed to double participation in the National Bike Ride.

Participants are encouraged to wear helmets and ride at their own pace. Everyone who rides a bicycle on May 15, 16, or 17 qualifies to order the official 1992 "I Rode the National Bike Ride" lapel pin (\$3 each postpaid). Contact me for information on ordering pins.

**\$20 helmets available for schools**  
The Bicycle/Pedestrian Program at OPI recommends the Ride Safe, Inc. Helmet Program.

Ride Safe, Inc. was founded by parents committed to improving children's bicycle safety by promoting bicycle helmet use. Ride Safe works with school-affiliated parent groups such as PTAs and PTOs to offer a convenient group purchase and delivery of helmets at discounted prices. Participating groups of children order, receive, and start wearing helmets at the same time, diffusing anti-helmet peer pressure and

generating lots of enthusiasm.

The helmets are all safety-approved by the two recognized U.S. performance standards for bicycle helmets: the American National Standards Institute (ANSI) and Snell. The helmets come in an assortment of bright colors and patterns that both kids and parents will want to wear.

The Ride Safe program is easy to conduct. It can be as simple as sending the order form home with your students, or you can expand it to include a variety of exciting promotional activities. Once Ride Safe receives your orders and payment, your helmets will be

shipped directly to your school, conveniently bagged and labeled according to classroom or family. The paperwork you need to do is minimal. The footwork is even less.

To find out more, call 1-800-285-RIDE to request the program guide and a sample helmet. (The sample helmet must be returned if you don't run the program. Ride Safe will pay shipping costs.)

**School safety course**  
The Bicycle/Pedestrian

Program at OPI will facilitate a three-credit college course at Northern Montana College during the first session of summer school. Titled "School Safety," this course will include specific hands-on exercises in traffic (pedestrian, bicycle, safety belts, school bus); fire (open flame, scald burns); drowning; poisoning; choking; falls (playground); and reporting an emergency. The course will also incorporate a safety fair. Call me for more information.

## Resources available

If you would like information about the bicycle resources and materials available from OPI, contact me at the Bicycle/Pedestrian Safety Program, Division of Traffic Education (444-0516).

**SCHOOL FOOD SERVICES**  
Ann Ferguson, Specialist  
444-4414

## Video teleconference training

School food service personnel will be able to receive training via a

series of one-hour video teleconferences beginning this fall. Many schools can receive these programs through their school downlink sites. The programs have been developed by the U.S. Department of Agriculture and the National Food Service Management Institute. They are sponsored by the Division of School Food Services at the Office of Public Instruction.

Topics pertain to improving child nutrition programs and implementing the "U.S. Dietary Guidelines." Each participant will receive an information packet after registering. Credit hours are available through ASFSA. More information will be provided to all schools and at the School Food Service Training Conference in July.

Scheduled dates for the video teleconferences are as follows:

Sept. 24, 1992: Purchasing

Nov. 12, 1992: Preparation

Feb. 2, 1993: Promotion

To be announced: Personnel/Management Skills

To be announced: Participation  
If you have any questions, please contact me.

**TRAFFIC EDUCATION**  
Curt Hahn, Specialist  
444-4432

## MTEA/OPI workshop/conference

The 1992 Montana Traffic Education Workshop/Conference hosted more than 125 traffic educators and friends. Larry Ficek, Glendive traffic educator and MTEA president-elect, and Jeff Mead, Sidney traffic educator and MTEA outgoing president, are to be complimented on an excellent conference. Dave McConnell of Lewistown was named Montana Traffic Educator of the Year. Larry Ficek of Glendive, Wayne Fink of Big Timber, Pete Stabio of Miles City, and Randy Vogel of Townsend received special awards recognizing their upcoming retirements.

## Traffic education teacher approval renewal

If your teaching certificate expires in June 1992, so does your approval to teach Traffic Education. If you need an application to renew or other assistance with your renewal, call Karen Spranget, OPI (444-3126).

## 1992 traffic education workshops

OPI and Northern Montana College will be offering an assortment of courses and workshops this summer. This information has been forwarded to all traffic educators. However, if you have questions or need assistance regarding upcoming activities, call our office (444-4432), or call Janice Brady, Gerald Bekker, or Jason Liles at Northern Montana College (1-800-662-6132).

## Traffic education reimbursement

The deadline for fiscal year 1992 traffic education reimbursement is July 10, 1992. This year marks the first year for a new process and new forms. You should be forwarding reimbursement forms at the conclusion of each traffic education course you complete. If you need forms or assistance, call Karen Spranget, OPI (444-3126).

## Pete Lethenstrom

Pete Lethenstrom, traffic educator from Stevensville, is recuperating from serious illness. Many of you know Pete; perhaps you would like to drop him a note of cheer and encouragement. His hospital stay may be three or four months. You can write him at this address: University of Utah Medical Center, 50 North Medical Drive, Salt Lake City, UT 84132 (801-585-8504).

## "Seat belts make me nerdy!"

Younger drivers will use seat belts only on occasions when their peers won't notice or comment. That seems to be one finding of "A Focus Group Study of Seat Belt Utilization: An Analysis of the Subjective Meanings of College Students." This study was done at Bowling Green State University.

The study showed that young drivers only buckle up on long, solo trips; with parents; or in front seats of small cars. Seat belts are not used in situations when the user thinks it would make him or her seem "wimpy" or "nerdy." You can obtain a copy of the report from the AAA Foundation for Traffic Safety, 1730 M St. NW, Suite 401, Washington, DC 20036. (The foundation funded the research.)

## METNET

METNET (Montana Educational Telecommunications Network) is an electronic bulletin board available to you toll free. This means if you are interested in exchanging ideas, messages, curriculum guides, lesson plans and other instructional materials, and you have a computer, a telephone line, and a modem, you can call 1-800-346-8654 to send messages. I look forward to your messages. For assistance, call Betsy Nordell at OPI (444-1626).

Have a relaxing summer!

**PUPIL TRANSPORTATION/  
PASSENGER SAFETY**  
David Huff, Specialist  
444-4396

## School bus safety workshops

The Montana Association for Pupil Transportation's 1992 School Bus Safety Workshops are scheduled for June 17-19, 1992. Registration forms have been

(Continued on page 11)



(Continued from page 10)

mailed to school districts, county superintendents, and school bus contractors. Cost is \$50 per person for those who register prior to June 15, 1992. If anyone has not received a registration packet, please contact me for a copy.

Park Inn International of Lewistown is the host hotel for these workshops. Room rates are discounted until June 3, 1992. For reservations, contact the hotel at 538-8721. Be sure to mention MAPT to obtain the discount.

An excellent selection of workshops will be offered this year—a wonderful opportunity for school bus drivers and supervisors to receive additional training.

**School bus construction standards**  
The Office of Public Instruction, in conjunction with the state Department of Justice, is in the process of updating Montana's School Bus Construction Standards. An advisory council of school officials, contractors, and vendors has been appointed and has met twice—once before Terry Brown retired from OPI and once after my arrival. The process is lengthy, but hopefully, either later this year or early next year, we will have a set of standards that are in line with the 1990 National Standards.

#### Transporting students with disabilities

For districts and individuals who want to be kept up to date on the latest national developments concerning the transportation of students with disabilities, an excellent newsletter entitled *Transporting Handicapped Students* is available. Contact P.O. Box 13460, Silver Spring, MD 20911-3460 (301-608-9322). The annual subscription fee is \$137.00 for 22 issues.

#### Keeping kids safe

Riding a school bus, walking, riding with parents, or riding a bicycle are all part of the journey to school. Safety education should not be limited to activities directly conducted by the school, such as riding a bus. All activities involved in getting children to school and back home can, and do, entail elements of risk. Diminishing risk through safety programs will help more children survive to adulthood. What a great way to increase the yield of our investment in their education.

#### MOTORCYCLE SAFETY

**Jim Bernet, Specialist**  
444-4569

#### Motorcycle instructor update

The Montana Motorcycle Safety Education Program (MMSEP) has 20 instructors located around the state. To become an instructor, these stalwart individuals had to

survive an eight-day mini-boot-camp called an Instructor Preparation Course. This is not a fun time. The course is taught by chief instructors from the nationally recognized Motorcycle Safety Foundation (MSF). After successful completion of the course, the candidates are certified as MSF instructors.

As part of their continuing education, these instructors are required to attend annual instructor updates. These updates are coordinated and hosted by the MMSEP. Unlike the Instructor Preparation Course, the updates are relaxed and enjoyable. They are also very informative. Updates give Montana motorcycle instructors an opportunity to learn the latest teaching techniques, review recent curriculum changes, and receive refresher training.

The MMSEP and its instructors continually strive to bring the finest in motorcycle training to Montana motorcyclists.

#### Motorcycle program 1992

In April, the Montana Motorcycle Safety Education Program began offering courses for novice and experienced motorcycle riders at the following locations: Billings, Bozeman, Butte, Circle, Havre, Helena, Great Falls, Kalispell, Lewistown, Missoula, Shelby, and Thompson Falls.

We want to increase the number of young adults taking our courses. Please help us reach this important group by mentioning MMSEP to the students in your classes.

Details about courses can be obtained by calling MMSEP at 1-800-922-BIKE.

#### HEALTH EDUCATION

**Laurie Volesky-Kops, Specialist**  
444-3178

#### Rocky Mountain Rendezvous

The OPI Health Enhancement Division is offering an incredible health and wellness opportunity. The "Rocky Mountain Rendezvous" (formerly known as the "Rocky Mountain Health Promotion Conference") will be held at Rock Creek Resort in Red Lodge, June 28-July 1.

The conference workshops will emphasize awareness of personal and professional life-style practices that promote or prohibit wellness. You will be presented with strategies for developing balanced, healthy behaviors with a strong sense of what brings meaning to life.

The beautiful Rock Creek Resort is located in the heart of the Beartooth Mountains. The resort offers a variety of recreational activities—tennis, hiking, swimming, biking, horseback riding, and golfing.

Lodging arrangements include rooms in the Beartooth Lodge

and condominiums for two to eight people in the Grizzly Condos.

The Health Enhancement Division challenges you to think seriously about the long-lasting benefits to be derived from your attendance at the conference. For those of us needing time to relax, think of it as a wonderful getaway; for those of us who are workaholics, think of it as a working vacation. Contact me for more information.

#### AUDIOVISUAL LIBRARY

**Jim Meier, Supervisor**  
442-3170

The following are new items in the Office of Public Instruction's Audiovisual Library. To book these items for your school, please contact the coordinator at your school or call Jim Meier at 442-3170. (Grade levels: P=primary, I=intermediate, J=junior high, H=high school, A=adult)

#### Traffic education

21137: PREVENTING DISASTER AT THE CROSSING. This video shows the staged crash of a train traveling at 30 miles per hour into an empty school bus stalled at a railroad crossing. It relates defensive driving tactics, dynamics of train momentum, stopping distances, case histories of school bus/train accidents, and prevention of highway rail-crossing accidents. 18 minutes (H, A).

21138: STAYING ALERT AND ALIVE. Discusses why railroad grade crossing collisions occur, what motor vehicle operators' responsibilities are and how to avoid crossing collisions. Shows the consequences of a train/truck collision and explains why trains take so long to stop. 12 minutes (H, A).

#### Fine arts

21139: ARTS FOR LIFE. This art education video is designed to promote art education when shown to parents, educators, and policy makers. Shows students demonstrating how visual art education can promote critical thinking and creative expression. 15 minutes (A).

#### Guidance

21140: THE MIND'S TREASURE CHEST. This feature-length educational video shows the importance of having and using the library. 92 minutes (H, A).

#### NATIONAL DIFFUSION NETWORK (NDN)

**Patricia B. Johnson, Specialist**  
444-2736

**Educational programs that work!**  
National Diffusion Network

(NDN) programs are research-based, proven, cost-effective, and transferrable. Scores of Montana schools are implementing NDN exemplary programs with resounding success.

#### NDN programs developed and/or based in Montana

Content Reading Including Study Systems (CRISS) is a program to help students develop lifetime learning skills using existing curricula.

Diagnostic Prescriptive Arithmetic (DPA) emphasizes developing, modeling, and mastering basic arithmetic concepts and skills.

Physical Management is an alternative physical education program for overweight students.

#### NDN programs in the news

Two NDN exemplary programs, Project Success and Talents Unlimited, are featured in "What Works" in this issue of *Montana Schools*.

#### Program highlight: KIDS KITS (Kids Interest Discovery Studies KITS)

KIDS KITS are organized sets of multimedia materials designed to elicit active student involvement in learning. They motivate students of all abilities in grades 1-8 to ask and answer questions. Each kit includes high-interest materials that vary in difficulty and learning style.

Kits can be used in the library media center, in the classroom, or in special program areas. Students share what they learned with others in presentations.

KIDS KITS promotes thinking and questioning skills, self-directed learning, research and study skills, and enthusiasm for research activities. Kits can contain books, filmstrips, tapes, models, slides, computer software, real objects, transparencies, and student projects.

#### Program highlight: DPA (Diagnostic Prescriptive Arithmetic)

DPA is a highly flexible arithmetic program for grades 1-6. It is a process-oriented program that emphasizes the development and refinement of teacher questioning skills. DPA is designed to fit different teaching styles and classroom structures. It also fits individual instruction, small and large group instruction, and team teaching.

Recently adopted for use throughout the entire state of Maine, DPA features the extensive use of "hands-on" activities and develops and models concepts using inexpensive physical materials. One Maine teacher commented, "If DPA can teach me to enjoy math after 20 years of disliking it, I'm thrilled to think what it can do for the children."

(Continued on page 12)



(Continued from page 11)

**Program highlight: PRISMS**  
(Physics Resources and Instructional Strategies for Motivating Students)

PRISMS uses current research in science teaching, applies technology to teaching physics, contains suggestions for student laboratory evaluation, is adaptable to any physics text, and is flexible enough for teachers to add their own activities. The "Physics Resources" for this program include a guide with over 130 activities, including recommended software and several video tapes from which students make observations and record data. A complete student evaluation and testing program is included in an eight-diskette set.

The PRISMS "Instructional Strategies" blend exploratory activities, concept development, and application activities to stimulate problem-solving skills and the understanding of major physics concepts. The guide can be integrated with the use of any physics textbook and can be tailored to meet the needs of each teacher.

"Motivating Students" with PRISMS is accomplished with high-interest laboratory activities that relate physics to student experiences. These activities use easily obtainable, inexpensive materials.

**NDN training sessions**

Training sessions for NDN programs scheduled for this summer include the following:

*Project Success:*

**June 10-12:** Part I training, EMC, Billings

**June 15-19:** Part I, II training, Seeley Lake School

**June 22-26:** Part II training, EMC, Billings

**June 29-July 1:** Part I training, Bonner

**July 2-3:** Part I training, Kalispell

**July 6-8:** Part I training, WMC, Dillon

**July 21-23:** Project Success Conference, EMC, Billings

**August 19-21:** Part I training, EMC, Billings

*Talents Unlimited:*

**June 15-19:** UM, Missoula

**August 6-8:** WMC, Dillon

*Project CRISS:*

**June 15-16:** Bozeman for Adult Basic Education

**July 23-25:** NMC, Havre

**August 5-7:** Certified Trainers Workshop

**August 17-18:** Hamilton

**August 31:** Awareness Session, Missoula

*FISHBANKS:*

**July 8:** Helena

For more information on NDN programs, please call me.

**GAAP ACCOUNTING**  
**Joan Anderson, Specialist**  
**444-1960**

**GAAP workshops**

The Office of Public Instruction will hold several workshops in June to help school clerks and county superintendents fill out the annual trustees' financial summary ("trustees' report").

Here is the workshop schedule:

June 1: Great Falls

June 2: Havre

June 3: Lewistown

June 4: Glasgow

June 10: Whitefish

June 11: Missoula

June 24: Butte

June 25: Billings

June 26: Glendive

Please call me if you need more information.

**ENGLISH LANGUAGE ARTS**  
**Jan Cladouhos Hahn, Specialist**  
**444-3714**

**Academic Decathlon**

Educators have been asking themselves how they can promote interdisciplinary curriculum at the high school level. The Academic Decathlon provides one excellent tool. This event provides a theme each year, suggests resources, provides an outline of study, and, as a bonus, offers a competitive academic outlet for students to demonstrate their cross-discipline talents and knowledge. Montana students recently competed in the state Academic Decathlon in Lewistown.

The annual competition consists of 10 events: six tests, speech and impromptu speech, interview, essay writing, and the super quiz. Testing areas include math, economics, language and literature, science, social studies, and fine arts. Each school's nine-member team has 11 months to prepare for the yearly competition. The nine team members equally represent A, B, and C level students.

This year's topic of study was "The Global Community: Habitat Earth."

Not only does the decathlon provide a great interdisciplinary opportunity, it is also an assessment workshop for judges. At the state competition, all three of the basic types of assessment tools are executed and scored: paper and pencil tests, performance assessments, and assessments based on personal communication. Students take multiple choice tests, write essays, give prepared and impromptu speeches, are interviewed, and answer questions orally. In terms of timed, prompted essays, this may be one of the best models available because the topics are based upon real content knowledge.

Topics for the 1993 decathlon

are now available and can be obtained by contacting Rich Wilson, Fergus High School, 201 Casino Creek Drive, Lewistown, MT 59457 (538-2321).

The Montana Decathlon is

Science and Industry, and "A Taste of Chicago" (a cultural food and entertainment extravaganza).

Montana's competitors and state officers will represent schools in Hardin, Belgrade,

Youth campout  
Everybody Just  
Horse'n' around!



Have a great summer! (Art by Jakob Jensen, Grade 7, Redwater School, Circle)

recognized by the Office of Public Instruction and the Montana Association of Secondary School Principals.

**HOME ECONOMICS**  
**Laurie Potterf, Specialist**  
**444-2059**

**State Leadership Conference**

Congratulations to the 39 FHA/HERO members who earned the right to proceed to national competition at the recent Montana FHA/HERO State Leadership Conference in Bozeman. These students and their advisers, together with the 11 state officers of the Montana Association, will depart for Chicago, Illinois, on July 3, for the National Leadership meeting.

The meeting theme, "The Time is Now," appropriately depicts the three focuses for individual and chapter projects for the upcoming year: "Be Your Best," "Focus on the Family," and "The World Today."

During the meeting, students and teachers will be channeled into leadership, career, peer education, or adult tracks depending on their responsibilities for the state association or local chapter. They will then select training sessions specific to that track.

The opportunities to communicate, set and achieve goals, and integrate FHA/HERO activities further into the learner outcomes of home economics classes will keep all participants going steadily during the week-long trip. The event will also include visits to the Shedd Aquarium/Oceanarium, The Museum of

Stanford, Opheim, Valier, Reed Point, Plevna, Great Falls (CMR), Park City, Rudyard, Shepherd, Sunburst, Malta, Miles City, Drummond, Arlee, Simms, Big Timber, Twin Bridges, and Ennis.

**All home economics teachers!**

Watch your mail for information on a summer conference in August that will focus on updating content and methods for family life education. If you don't see this information by the end of May, call me at 444-2059.

**READING**  
**June Atkins, Specialist**  
**444-3664**

**Conference and workshop dates**  
**July 27-31, 1992:** Whole Language Workshop, "A Framework for Literacy and Learning," Billings, grades 3-8. Presenters: Brian Cambourne, Jan Turbill, Andrea Butler. Contact: Judy Evans, Principal, Ponderosa School, 2410 Poly Drive, Billings, MT 59101 (255-3873).

**October 15-16, 1992:** Montana State Reading Conference, Heritage Inn, Great Falls. Contact: Arlene Hett (761-8210) or June Atkins (444-3664).

**October 23-25, 1992:** Rocky Mountain IRA Regional Conference, Coeur D'Alene Resort, Coeur D'Alene, Idaho. Contact: Marilyn Howard, West Park School, 510 Home Str., Moscow, ID 83843 (208-882-2714).

**1992 I Love To Read activities**  
Below are some of the activities

(Continued on page 13)



(Continued from page 12)

that took place in Montana schools during February, "I Love To Read Month."

Boulder Elementary, Barbara Patrick, Principal: Reading Beach Party—Students wore appropriate beach wear (no swim suits) to read at the beach (library). Beach equipment was provided at the beach.

Big Timber Grade School, Julie Kinsey, Chapter 1 Teacher: "Avid Readers" were on the lookout during February to save endangered readers Couch P. Tator, Tellie Vision, Olive Food, Noca Finda Book, B. Rain Dead, and Nina Tendo. Students could help save these endangered readers by reading at home and bringing to school the number of minutes they read. Below are some of the special activities that took place during the month:

"MISTER" (Men Inspire Students to Enjoy Reading): Men from the community were invited to classrooms to talk about why they love reading.

"Buddy Day": Students from different grades paired up to read aloud to each other.

"Author Day": Local authors were invited to talk to students about writing books.

The school had a Fabulous Friday each week, with different themes to celebrate reading.

## SOCIAL STUDIES

Linda Vrooman Peterson, Specialist, 444-5726

### Centennial Bell award

Teachers may be nominated for the annual Montana Statehood Centennial Bell Award, established to honor a Montana teacher in grades four through eight who best teaches Montana history.

Applicants should submit a two-page essay describing their approach to and experiences in teaching Montana history during the 1991-92 school year. Entries will be judged on student participation, originality, and creativity. Include three letters of support: one from an administrator; one from a parent; and one from a colleague, student, and/or friend.

The winning teacher and class will travel to Helena to ring the Montana Statehood Centennial Bell in the State Capitol for 60 seconds on Montana Statehood Day, Saturday, November 8, 1992, at 10:40 a.m. They will be honored in a special ceremony and will be escorted on a tour of the Montana Historical Society Museum.

The teacher will receive a bell-shaped plaque and \$1,000 to provide lunch, bus mileage to and from Helena, and the purchase of Montana history books for the school library.

Entries should be postmarked no later than October 2, 1992, and sent to Linda Vrooman Peterson,

Office of Public Instruction, State Capitol, Helena, MT 59620.

The award is sponsored by KRTV, Great Falls; KXLF, Butte; and KPAX, Missoula, and administered by the Office of Public Instruction. Further information is available from project coordinator Norma Ashby in Great Falls (453-7078).

### Law-related Education Institute

The Law-related Education Advanced Leadership Summer Institute will take place August 2-5, 1992. For information, contact me (444-5726) or Michael Hall (444-4422).

### Montana Council for Social Studies Teachers conference

The Montana Council for Social Studies Teachers (MCSS) Annual Conference will be held in conjunction with Montana Education Association October 15 and 16, 1992, in Helena. The MCSS sessions will focus primarily on global issues. For more information, contact me at 444-5726.

### Workshops

"With Liberty and Justice for All" is a three-day, law-related education workshop for K-12 teachers, administrators, and law-enforcement personnel. Participants will earn one semester graduate credit for this course, which will be held at Eastern Montana College, June 8-10, 1992. Register by May 27 with the Office of the Registrar, Eastern Montana College, 1500 North 30th St., Billings, MT 59101-0298.

For more information, contact Susan Suiter, Laurel Public Schools (636-2761).

## CHAPTER 1

Nancy O'Hara, Specialist 444-1953

### MegaSkills training

The Montana ESEA Chapter 1 office at the Office of Public Instruction sponsored MegaSkills Training for 37 Chapter 1 parents, teachers, and administrators on March 19-20, 1992, at the Ramada Inn in Billings. Soon, participants from those workshops will be conducting MegaSkills workshops in Arlee, Lewistown, Corvallis, Hays, Valier, Browning, Miles City, Great Falls, Billings, Missoula, Broadview, Choteau, Wolf Point, Hardin, Laurel, Fortine, and Frenchtown.

MegaSkills is a parent involvement program developed by Dorothy Rich of the Home School Institute in Washington, D.C. MegaSkills promotes positive learning experiences for four-through 18-year-old children by encouraging communication between parent and child.

The skills identified include confidence building, motivation, effort, responsibility, initiative,

perseverance, caring, teamwork, common sense, and problem solving. The object of the MegaSkills program is to cultivate these skills in children, but in some cases, the skills will also be cultivated in parents.

Dorothy Rich has linked seven principles to MegaSkills:

1. Every family has strengths.
2. Parent involvement in education is a basic, legitimate education service.
3. Parent involvement programs are needed throughout the age and grade span.
4. Families need and want practical help in helping their children learn.
5. Family activities should be practical, easy to do, and linked to skills and attitudes needed for student success.
6. Schools today need programs that reach culturally diverse audiences.
7. The whole community needs to be involved in support of children's education.

Response to the MegaSkills training was very positive. The Chapter 1 office at OPI anticipates sponsoring MegaSkills later this year.

If you are interested in the training, please contact the Chapter 1 office at 444-5660.

## ASSESSMENT

Linda Vrooman Peterson 444-5726

Assessment conference planned "Educational Measurement and Assessment," a statewide conference co-sponsored by the Office of Public Instruction and the College of Education, Health, and Human Development, Montana State University, will be held in Bozeman at the Holiday Inn, June 8-10, 1992.

Conference topics will include the following:

- alignment of instruction and assessment;
- performance assessment (for example, portfolio and writing);
- outcome-based assessment;
- standardized testing;
- criterion-referenced testing;
- early childhood assessment;
- positive community and parent involvement; and more.

Dr. James Block, University of California, Santa Barbara, will give the keynote address on Monday, June 8. On Tuesday, June 9, Dr. Peter Winograd, University of Kentucky, Lexington, will be the main speaker.

Teams of teachers and administrators from school districts are encouraged to attend this conference. The first two days will be devoted to building a common assessment knowledge base. On the third day, we will break into work sessions for teams to begin to develop their own assessment plans (writing assessment, out-

come-based assessment, school district assessment, and so forth).

The conference is designed to give participants the opportunity to focus on specific areas of interest and need, to actively pursue a plan that would work best for their district, and to leave the conference with a constructive and concrete beginning.

Please contact me for more information.

**AMERICAN INDIAN EDUCATION**  
Bob Parsley, Specialist  
444-3013

### Scott Plain Bull

Congratulations to Scott Plain Bull, a sophomore at Plenty Coups High School in Pryor, who was selected to attend the National Education Association's National Conference, "Advancing the National Education Goals: Pluralism and School Restructuring," held in Atlanta, Georgia, April 10-12, 1992.

Plain Bull helped present a program on Plenty Coups High School's "Solutions that Work" project. He also helped Mick Fedullo, a language development consultant in American Indian education, present Fedullo's curriculum on figurative English and culturally relevant imaginative writing. This curriculum is being integrated into the Plenty Coups curriculum. Plain Bull read poetry written by Plenty Coups students and explained visual representations that students developed while studying American idioms.

Plain Bull is an honor student who also plays for the Plenty Coups Warriors basketball team. He is a writer and an artist who has won several competitions, including first place in the Language Arts Visual Idiom Representation contest.

## Did you get your School Laws of Montana 1991?

There are only 400 copies of *School Laws of Montana 1991* left.

If you have not received a copy yet, you can do so by sending a check or money order (\$12.00 per copy) to Del Ruggles, Office of Public Instruction, State Capitol, Helena, MT 59620.



## Congratulations to the following Montana educators and students!

### Principal of the Year

Dr. Fred Anderson, principal of Custer County High School in Miles City, has been named Montana's Principal of the Year by the School Administrators of Montana. Anderson will represent Montana in the national Principal of the Year contest this September in Washington, D.C.

### 1992 Geography Bee winners

Brian Hall, a seventh grader at Browning Middle School, is the 1992 Montana Geography Bee Winner. "I studied almost every night," remarked Brian upon accepting his award. Brian will represent Montana at the National Geography Bee in Washington, D.C., May 21-22. Erik Svaren, a seventh grader at Bonner School, won second place in the Montana contest. Third-place winner was Dwight Ockert, a Frenchtown Elementary sixth grader.

### Montana History Day winners

Some of Montana's best young history students and researchers showed off their skills at Montana History Day, April 4, sponsored by the Montana Historical Society.

Gary and Sandy Barker, who teach on the same team at C.R. Anderson Middle School in Helena, were the first winners of the new "Montana History Day Teacher of Merit Award." The honor allows them to contend for the national "History Day Teacher of the Year" title and a \$1,000 prize at the national student and teacher finals, June 14-18, 1992, at the University of Maryland.

It's not too early for teachers to think about sponsoring Montana History Day teams from their schools for next year, according to the Montana Historical Society.

This year's student winners who received superior ratings are eligible to compete at the national finals. They represent C.R. Anderson Middle School in Helena, Cayuse Prairie School, and Butte High School.

### Academic Decathlon winners

Montana's second annual Academic Decathlon was held recently in Lewistown, with Fergus High School of Lewistown taking top honors, followed closely by Custer County High School of Miles City and White Sulphur Springs High School. The Fergus team will now travel to the national event in Boise, Idaho.

Topics for the 1993 decathlon are now available and can be obtained by contacting Rich Wilson, Fergus High School, 201 Casino Creek Drive, Lewistown, MT 59457 (538-2321).

### Educator of the Year

Broadus Schools Superintendent George Bailey has been named as

the recipient of the Montana Association of Supervision and Curriculum Development Educator of the Year award.

The award is intended to recognize an individual who has diligently and unselfishly worked to improve the quality of instruction in Montana.



June Miller (Margaret Benes Miller photo)

### Anne Sullivan Award

June Miller, state coordinator of deaf-blind services at the Office of Public Instruction, has been awarded the Anne Sullivan Medal. Miller received the award for her work with children with dual sensory impairments; that is, children who are both deaf and blind. The Sullivan award is the most prestigious international award in the field. Originally created to honor Anne Sullivan for her work with Helen Keller, the award has been given to only 46 individuals in its many years of existence.

Miller, Montana's own "Miracle Worker," was instrumental in the establishment of a statewide system of services to Montana's deaf-blind children and youth. She has been the backbone of the program since the early 1970s.

### America's Best Schools

Peerless High School lived up to its name when it was chosen as one of 140 outstanding U.S. public secondary schools in *Redbook* magazine's "America's Best Schools" project this year. The Best School project recognized outstanding schools that have created innovative, successful programs to address the needs of today's students.

In a special issue honoring the 140 schools, *Redbook* said, "With only 27 students, Peerless emphasizes individual attention that means nearly all the seniors go on to college, 90 percent make the honor roll, and 77 percent pass the rigorous auditions to perform in a statewide music festival."

*Redbook* also recognized Billings Senior High School for its high-quality programs tailored to students with physical, emotional,

or behavioral learning disabilities.

### Water Awareness Month contest

The following students were honored as first-place winners in the state Water Awareness Month competition: Writing: Ben Holt, Helena High School. Art: Josh

Pallister, Jefferson High School. Science: Valerie Tomayer, Sunburst High School.

### Traffic Education

Dave McConnell of Lewistown has been named Montana Traffic Educator of the Year.

## Garfield School—many, varied, & unusual

(Continued from page 5)

what can happen when the Talents process permeates an entire school culture is Garfield's shiny new \$250,000 playground—an unimaginable piece of equipment for a school at the bottom of the socioeconomic ladder. "It was all built through using Talents Unlimited strategies," says Flaten—from the *productive thinking* process, in which students, staff, and community members brainstormed the many, varied, and unusual activities and equipment they wanted for their playground, to *planning* the steps for raising the money.

"Part of the productive thinking process is not only to be able to generate the idea, it's to believe that it can actually happen," Flaten says. "That \$250,000 playground was unheard of in a school where 91 percent of students qualify for free and reduced-price lunch. But it happened, because people in the community believed in us when they came over here and said, 'That is the most creative school I've ever been in.'"

### "The ideas just flow and flow and flow"

Here's an example of how the Talents process works in academics:

Mrs. McGill's fifth-grade class at Garfield has been working on a unit about water. Students are asked to write many, varied, and unusual words to describe water. "We're using *communication* talent here," McGill tells the students.

Then McGill moves to *forecasting*, asking the class to predict what would happen if Montana's share of the world's water disappeared.

"We'd have a desert," offers one student.

"We'd have to get water from another state," says another. (This launches a short discussion on how the other state might feel if Montana took its water.)

"We wouldn't have enough oxygen because plants won't be alive."

"If a fire started, we couldn't put it out."

"You couldn't run your car because it would overheat."

"People who work at the water plant would lose their jobs."

"Animals would die."

"We'd starve to death."

All responses are accepted as long as they are relevant, which makes it safe for students to stretch their thinking. The teacher constantly urges students to give higher-quality responses, to evaluate their own responses, and to take detours away from obvious directions of thought.

The class might then move to *decision making*, in which students might think of many and varied ways to survive a drought and choose the best alternatives. They could also *plan* a school-wide event to celebrate Earth Day, with a focus on water. The Talents process gives teachers nearly infinite flexibility in adapting the five talents to any curriculum.

"By the time you've done all the talents on a subject, you've really covered it," says McGill. "To me, this is the way. This is what I've been looking for. It's so stimulating."

"Talents gives teachers a chance to look at kids in another way," says Flaten. "Every child experiences success," she says, from the students in the self-contained special education classroom to the gifted students.

As a bonus, Flaten says, "all of this stuff rubs off on the adults. The teachers become better planners and decision makers and more creative. I've had several teachers say to me, 'I'm creative! I didn't used to be!' Of course, they always were, they're just rediscovering it. The ideas just flow and flow and flow."

In addition, Garfield students are learning the life skills they will need every day as adults. Whether a child is writing a plan to solve his or her own discipline problem or making daffodils for Mother's Day, Flaten says, "there's an order they can follow. Consequently, their product or solution always works in a much more efficient manner."

Flaten says these skills help give students a sense of control over what happens in their lives, something that is particularly important for this student population. "In other words, life isn't always just a randomly happening, victim kind of mentality," she says. "If I can learn how to get from this point over here to this point, because I've planned, then I can control my own life, too."

Get the idea of how Talents Unlimited works? Here's a practice forecasting exercise: What are the many, varied, and unusual things that might happen if *your* whole school adopted Talents Unlimited? ■

—Sanna Porte Kiesling, *Montana Schools* Editor



**Listings in the Bulletin Board do not necessarily imply an endorsement by the Office of Public Instruction.**

## WORKSHOPS/ CONFERENCES

### Assessment conference

A national conference called "Curriculum and Assessment: A Partnership for Reform" will take place June 2-3, 1992, at Boulder, Colorado. The conference will be hosted by the Curriculum Reform Project at the University of Colorado and the Assessment of Student Performance Project of Washington, D.C.

Teachers, principals, curriculum directors, superintendents, and others involved in education are invited. The conference will explore various aspects of curriculum and assessment reform.

Contact MaryAnn Varanka-Martin, Curriculum Reform Project, School of Education, Campus Box 249, University of Colorado, Boulder, CO 80309-0249 (303-492-0508).

### Aviation/aerospace workshops

Aviation/aerospace workshops for teachers will be held at Eastern Montana College, June 8-12, 1992, and at the University of Montana, June 8-19, 1992. Scholarships are available. For more information, contact Fred Hasskamp, Montana Aeronautics Division, P.O. Box 5178, Helena, MT 59604 (444-2506).

### WMC summer courses

Western Montana College will offer over 100 short courses and workshops this summer. Special features include "AIMS: Activities That Integrate Math & Science in the K-9 School," "First Annual Poetry Writing Workshop," "Storytelling Conference II," "Puppetry Workshop II," and "Columbus: Hero or Villain?"

Also, if you are changing endorsements or have a provisional certificate, Western offers required block courses.

Other workshops and courses include mainstreaming, discipline, outdoor education, whole language, African literature, creative drama, history of Russia, American political parties and elections, and more.

For more information, contact the Office of Continuing Education and Summer School, Box 114, Western Montana College, 710 S. Atlantic, Dillon, MT 59725-3598 (toll free: 1-800-WMC-MONT).

### School teams for early literacy

The Northwest Regional Educational Laboratory is sponsoring a workshop called "School Teams: Catalysts for Change in Early Literacy," August 2-6, 1992, in Canby, Oregon. Schools are

invited to send three-member teams of teachers and administrators to work together to learn how to implement building-wide innovations in primary grade literacy programs. With the guidance of experienced practitioners, participants will tailor plans to guide their own schools in forming staff consensus, guiding change gradually, and making decisions about materials, pull-outs, assessment, curriculum integration, and related concerns. There is no registration fee, but participants must pay for room, board, and incidentals. Contact Sherryl Rosales (503-275-9592).

### Biodiversity/climate change

At one time, Earth lost a plant or animal species to extinction at the rate of one species per millennium. Now we lose one per hour. Biodiversity Conservation and Climate Change, a workshop awarded "Take Pride in America" recognition by the U.S. Fish and Wildlife Service, gives teachers insight into this important issue.

The workshop will take place at Grand Teton National Park August 3-7, 1992. It is open to the public and designed especially for those interested in environmental education. Major emphasis will be placed on field study and development of materials by teachers for use in their own teaching.

Two semester hours of academic credit are available from the University of Wyoming. Teachers may earn an additional credit hour by carrying out a follow-up project on watershed rehabilitation and habitat improvement with their students during the 1992-93 school year.

For information, contact Donn Kesselheim, Wyoming Outdoor Council, 201 Main St., Lander, WY 82520 (307-332-7031).

### Generations together

The University of Montana will offer a course on intergenerational experiments in schools called "Intergeneration Experiences in School," June 11-13, 1992, on the UM campus. Participants will design programs to involve older adults as classroom volunteers. Advance registration is required by June 4. For information and application forms, contact the Extended Studies Division, Center for Continuing Education, University of Montana, Missoula, MT 59812 (243-4626).

## RESOURCES

### Global atmospheric issues

The Acid Rain Foundation is a non-profit, non-advocacy organization created to foster a greater understanding of global atmospheric issues. The foundation has many lesson plans, debate packets, audiovisuals, and other

resources for classrooms and teachers on acid rain, air pollution, global climate change, and classroom recycling projects. Contact the Acid Rain Foundation, Inc., 1410 Varsity Dr., Raleigh, NC 27606 (919-828-9443).

### Energy-related materials

The National Energy Information Center of the U.S. Department of Energy recently published *Energy Education Resources: Kindergarten through 12th Grade*. The publication lists organizations that offer free or inexpensive materials dealing with energy matters, ranging from coloring books for preschoolers to technical information for high school students to teaching aids for educators. Contact the National Energy Information Center, 1000 Independence Ave. SW, Room 1F-048, EI-231, Washington, DC 20585.

### Women in math

Three recent publications offer a range of perspectives about women in mathematics.

*Careers that Count* profiles 15 women with different mathematically based careers. \$1.50 each. Contact the Association for Women in Mathematics, Box 178, Wellesley College, Wellesley, MA 02181 (617-237-7517).

A special issue of *Notices* called "Women in Mathematics" presents nine essays examining undergraduate and graduate school climates and factors influencing women's access to the field. Free. Contact Monica Foulkes, American Mathematical Society, P.O. Box 6248, Providence, RI 02940.

*Winning Women into Mathematics*, published by the Mathematical Association of America (MAA), is a collection of professional and anecdotal information chronicling the MAA's commitment to involving women in the field. \$11.00. Contact the Mathematical Association of America, 1529 18th St., NW, Washington, DC 20036.

## CONTESTS

### America's Best Schools contest

*Redbook* magazine seeks to honor public elementary (K-6) schools that excel in areas such as classroom innovation, parent/community involvement, special needs programs, significant improvements, extracurricular activities, and overall excellence through its America's Best Schools Project. The project is accepting nominations from leaders of educational organizations, state and local school superintendents, and members of the U.S. House of Representatives. Winners will be featured in a special edition of *Redbook*. Deadline for nominations is May 26, 1992. For information

and nomination forms, contact Michael Weiss, Director, *Redbook's* America's Best Schools Project, 6941 32nd St. NW, Washington, DC 20015 (202-363-9772). Next year, *Redbook* will honor outstanding junior and senior high schools, so keep that in mind as you review elementary schools.

### American art competition

Attention, art teachers/artists: Art Horizons will hold its eleventh annual art competition in 1992. The program offers a \$5,700 top prize. Fifty finalists will have the opportunity to exhibit their work at the prominent Art 54 Gallery in New York City. Entrants may choose subject, size, and medium. Deadline for entries is May 29, 1992. For more information and entry forms, contact Art Horizons, Fine Arts Dept., Section AL, 140 Prospect Ave., Suite 16R, Hackensack, NJ 07601.

## ODDS & ENDS

The Little Bear Schoolhouse Museum and Historical Society at Gallatin Gateway is restoring a one-room log schoolhouse into a museum. The society is seeking school items from the 1800s such as a teacher's desk, a picture of Abraham Lincoln, and textbooks. If you can help, contact Kathy Huttinga, President, Little Bear Schoolhouse Museum and Historical Society, P.O. Box 439, Gallatin Gateway, MT 59730.

## Early intervention

(Continued from page 7)

Intervention (with Billings Public Schools); Developmental Educational Assistance Program (DEAP) in Miles City (satellite offices in Colstrip, Lame Deer, and Glendive); Hi-Line Home Programs in Glasgow (satellite offices in Sidney and Froid); Special Training for Exceptional People (STEP) in Billings (satellite office in Lewistown); and Quality Life Concepts (formally Region II Child and Family Services) in Great Falls (satellite offices in Cut Bank and Havre).

These organizations provide services on a regional basis to ensure that in-home family support services are delivered uniformly across the state.

For further information about the Part H infant and toddler program, contact Dick Van Haecke, Developmental Disabilities Division, P.O. Box 4210, Helena, MT 59604 (444-2995). ■

—Dick Van Haecke, Developmental Disabilities Division





## Sandstone School—stretching minds with Project Success

(Continued from page 5)

As the students write, their teacher says, "We used to tell students to sit down and write a story about a fantasy creature, and they wouldn't know where to start. This gives them a foundation of words—THEIR words."

As part of this unit, the sixth-grade students will also create a fantasy creature as an art project. It's not hard to imagine other directions the unit could take—a scientific discussion of the habitats and physical traits of

real creatures, perhaps, or an exploration of other literature about fantastic creatures. The process gives ample room for creative tangents and interdisciplinary projects.

"We infuse Project Success in everything we do," Ring says.

Another class at Sandstone used a story about an island where the economy is based on restaurants as a launching point for a project that incorporated art, economics, writing, social studies, math, science, research skills, and even cuisine. After reading the story, each student took a different nation and designed a restaurant for it, complete with ethnically appropriate menu and architecture. In addition, each item on the menu had to begin with the same letter as the chosen nation, so the students also learned about alliteration.

### IF I WERE A SEED

*If I were a seed  
I'd dream upon the heavens,  
If I really were a seed  
I'd wish upon the stars  
but  
I'm not a seed  
so  
I dream upon the earth  
and wish upon the world,  
but  
being a human  
It's still graceful and nice.*

Sydney Stevens  
Grade 2, Sandstone School

### "The kids fly. They soar."

If Project Success sounds less than revolutionary, it may be because it's "just good teaching," as one Sandstone teacher put it. As with Talents Unlimited, Project Success gives all teachers a structure for doing what the best teachers have done all along.

At Sandstone, the Project Success process is risk-free for teachers as well as kids, allowing teachers to experiment at their own pace. "The learning is continual for teachers as well as students," Ring says. "Teachers feel good about what they're doing. Kids feel good about what they're doing."

Project Success may turn children into creative logophiles, but are the children learning? By Sandstone's assessment, the answer is clearly "yes." And students' scores on the Iowa Basic Skills Testing Program seem to bear that out.

"The kids fly," says Stucky. "They soar. The test scores on the Iowas have really jumped. The growth is phenomenal. It empowers the children. They tackle things with confidence. They're so proud of what they do. They hate to part with their pencils."

"It's active learning; it's not passive learning," says Ring. "And maybe that's the key."

### Training opportunities

Until this year, Ring has been Montana's only Project Success trainer. Because of high demand, however, she now has two new trainers on board, including Nancy Stucky, and she plans to train more. "All of a sudden it's just mushroomed," says Ring. Almost entirely through word of mouth, more and more Montana teachers are learning about Project Success and asking for training.

Several Project Success workshops will be held this summer (dates for these and other NDN workshops are listed on page 12). The Montana Education Association's fall conference will also include a sectional on Project Success. In addition, Ring is willing to help schools adapt Project Success individually. "If people call us, we'll come to their school," she says. "We're very creative about how we can make it happen for schools." ■

—Sanna Porte Kiesling, Montana Schools Editor

This document printed at government expense. Information on the cost of publication can be obtained by writing the Department of Administration, Helena, Montana.

## CALENDAR

**Correction:** The May 22 Chapter 2 workshop takes place in Billings, not in Missoula as reported in the last issue of *Montana Schools*.

### May

22: Chapter 2 Regional Workshop, Billings—Kathy Mollohan, OPI, 444-4317

### June

7-9: First International Conference for Teachers of Hutterite Children, Lethbridge, Canada—Lori Clark, OPI, 444-3694  
7-12: Montana Institute for Effective Teaching of American Indian Children, Missoula—Bob Parsley, OPI, 444-3013  
8-10: "Liberty & Justice for All" (law-related education workshop), Billings—Susan Suiter, 636-2761  
8-10: Educational Measurement & Assessment Conference, Bozeman—Linda Vrooman Peterson, OPI, 444-5726  
8-11: Montana Assoc. of School Psychologists Summer Institute—Sue Osborne, 846-2147  
8-August 20: Advanced Driver Ed. workshops, Lewistown—Curt Hahn, OPI, 444-4432  
8-12: Montana Ag. Teachers Assoc. Update Conference, Forsyth—Leonard Lombardi, OPI, 444-4451  
9-12: Student Assistance Training Program, Great Falls—Darlene Meddock, 761-6680  
10-12: Project Success (NDN) training, Billings—Cheri Ring, 255-3883  
11-12: Montana Assoc. for Bilingual Ed. Conference, Missoula—Lori Clark, OPI, 444-3694  
14-20: Expanding the Curriculum Through Outdoor Education, Dillon—Western Montana College, 800-WMC-MONT  
15-16: Project CRISS (NDN) training, Bozeman—Lynn Havens, 756-5011  
15-17: Food and Nutrition Science Workshop, Bozeman—Laurie Potterf, OPI, 444-2059  
15-17: Global Education Conference, Billings—Linda Vrooman Peterson, OPI, 444-5726  
15-19: Project Success (NDN) training, Seeley Lake—Cheri Ring, 255-3883  
15-19: Talents Unlimited (NDN) training, Missoula—Patricia B. Johnson, OPI, 444-2736  
15-July 10: Montana Writing Project, Missoula—Beverly Chin, 243-2463  
17-19: School bus transportation workshop, Lewistown—David Huff, OPI, 444-4396  
17-20: Montana Assoc. of Elementary and Middle School Principals Zone Conference—Keith Meyer, 442-6002  
22-26: Project Success (NDN) training, Billings—Cheri Ring, 255-3883  
24-26: FHA Advisors Make the Difference, Bozeman—Laurie Potterf, OPI, 444-2059  
25-26: Board of Public Ed., Helena  
28-July 1: Rocky Mountain Rendezvous, Red Lodge—Laurie Volesky-Kops, OPI, 444-3178  
29-July 1: Project Success (NDN)

training, Bonner—Cheri Ring, 255-3883

### July

2-3: Project Success (NDN) training, Kalispell—Cheri Ring, 255-3883  
6-8: Project Success (NDN) training, Dillon—Cheri Ring, 255-3883  
12-24: Gender Equity for Gifted Students Salem, OR—Dr. Ralph Nelson, 503-760-2346  
12-24: Training Teachers Through Technology, Salem, OR—Dr. Ralph Nelson, 503-760-2346  
12-24: Promoting Innovation in Rural Education with Technology, Salem, OR—Dr. Ralph Nelson, 503-760-2346  
21-23: Project Success (NDN) Conference, Billings—Cheri Ring, 255-3883  
23-25: Project CRISS (NDN) training, Havre—Lynn Havens, 756-5011  
27-31: Whole Language Workshop, Billings—Judy Evans, 255-3873  
29-31: Montana School Food Service Conference, Billings—Gary Watt, OPI, 444-2505  
29-Aug. 3: Workshop on assessing reading and writing, Billings—Nancy O'Hara, OPI, 444-1953

### August

1-4: 1992 National Conference on Teaching Children Physical Education, Waterville Valley, NH—703-476-3410  
2-5: Law-related Education Summer Institute, Helena—Linda Vrooman Peterson, OPI, 444-5726  
5-7: Project CRISS (NDN) workshop—Lynn Havens, 756-5011  
6-8: Talents Unlimited (NDN) training, Dillon—Patricia B. Johnson, OPI, 444-2736  
17-18: Project CRISS (NDN) training, Hamilton—Lynn Havens, 756-5011  
19-21: Project Success (NDN) training, Billings—Cheri Ring, 255-3883  
21: Conference for Teachers of Hutterite Children, Great Falls—Lynn Hinch, OPI, 444-3482  
31: Project CRISS (NDN) Awareness Session, Missoula—Lynn Havens, 756-5011

### September

30-Oct. 2: Chapter 1 Fall Conference, Helena—Nancy O'Hara, OPI, 444-1953

### October

5-16: Montana State Reading Council Conference, Great Falls—June Atkins, OPI, 444-3664  
15-16: Montana Education Assoc. Convention, Helena—442-4250  
15-16: Montana Assoc. for Adult & Community Ed. Conference, Great Falls—Bob Ruthemeyer, OPI 444-4443  
15-16: Montana Council for Social Studies Teachers Conference, Helena—Linda Vrooman Peterson, OPI, 444-5726  
23-25: Rocky Mountain International Reading Assoc. Regional Conference, Coeur D'Alene, ID—Marilyn Howard, 208-882-2714